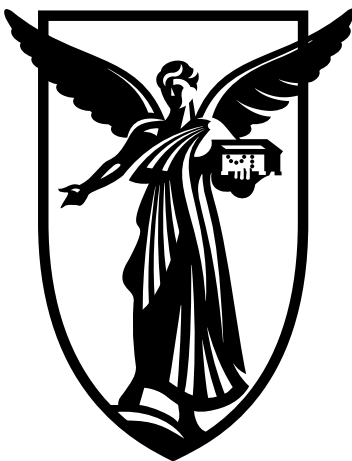




BALL STATE
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Office of Charter Schools

Accountability Report 2007-2008



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Ball State University practices equal opportunity in education and employment and is strongly and actively committed to diversity within its community.

BSU Office of Charter Schools

Accountability Report 2007-08

Letter from the Dean

Nationally, charter schools continue to grow at a rapid pace. More than 4,100 charter schools are in operation, serving more than 1.2 million students in 40 states and the District of Columbia. In 2007-2008, 346 new charter schools opened – an increase of 8% over the preceding year.

Ball State University serves as the largest authorizer of public charter schools in the state of Indiana, with 29 schools open throughout the state in 2008-2009 serving over 9,000 students. With five more schools already approved for the coming year, at least 34 schools will be operating with an estimated additional 1699 students enrolled.

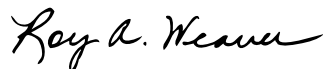
Since the passage of the Indiana charter law in 2001, Ball State has been committed to ongoing growth and development of charter schools and has developed rigorous standards to ensure that the schools authorized are held accountable for providing a high-quality educational experience for students served. During the past year, much attention has been placed on the creation of a School Assessment and Intervention Policy, which includes measures, and criteria for making decisions about the continuing progress of our charter schools – from corrective action plans to closure.

Emphasis on improving student achievement is central to the OCS mission. In 2007-2008, 47% of the charter schools sponsored by the university met the federal No Child Left Behind Act standard of Adequate Yearly Progress (AYP). This level is slightly better than the average of all charter schools statewide that year. Progress on the ISTEP+ and achievement growth data obtained from the required Northwest Evaluation Association for all schools is carefully assessed annually as an important indicator of quality.

Increasing the percentage of its charters that meet AYP is a commitment that the OCS has made to the University's Strategic Plan. By 2012, the OCS has established the goal of being the authorizer with the highest percentage of schools meeting AYP. To this end, additional mechanisms and strategies for assisting and supporting its charters to aggressively improve student academic performance are being implemented.

As parents and communities continue to call for high-quality educational options, Ball State remains committed to meeting their needs, as do the many dedicated charter school administrators, teachers, staff and volunteers who serve on school boards, assist in the classrooms, and otherwise advance these schools on behalf of their students.

Sincerely,



Roy A. Weaver

Dean, Teachers College



BSU Office of Charter Schools

Accountability Report 2007-08

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The Ball State University Office of Charter Schools is pleased to provide this Accountability Report along with additional information regarding data summarized in this report online:

www.bsu.edu/teachers/charter

OVERVIEW *of* BSU Charter Schools

What are Charter Schools?

Charter schools are independent public schools that are open to all students and are state funded. Students do not pay tuition to attend these schools, which are designed and operated by educators, parents, and community leaders. In Indiana, charter schools may be authorized by a limited number of entities, such as the executive of a consolidated city or a state university offering four-year degrees. Currently, Ball State is the only public university in Indiana to serve as a sponsor of charter schools. Through these schools, Ball State University contributes to the variety of choices in education available to Indiana students. Each school chartered by the university is expected to strive toward academic excellence and have a well-defined mission that is tailored to the community's needs.

Like all public schools, charter schools are held to high

academic standards, require participation in state testing programs, hire certified teachers, and publish annual reports to the public. The curriculum often includes new and innovative approaches for teaching and can be tailored to the specific needs of students.

Charter schools are allowed considerable autonomy through the Indiana charter law. In exchange for that autonomy, each school is held to a high level of accountability.

Ball State University Sponsored Charter Schools

During the 2007-2008 school year, 22 charter schools in Indiana were authorized by Ball State University. Figure 1 shows the geographic distribution of these schools.

Role of Ball State University as a Charter Authorizer

Ball State is a leader in the development and promotion of educational innovations and best practices for public schools in Indiana. As a key aspect of its efforts to build better communities, the University demonstrates its commitment to redefining education by serving as Indiana's only post-secondary institution authorizing public charter schools.

As a public charter school authorizer, Ball State does not manage the schools it sponsors. Its primary mission is to:

- 1) Evaluate applications for charters and determine which groups are to be awarded charter contracts.
- 2) Set high expectations for each charter school it sponsors.
- 3) Provide oversight to each charter school it sponsors to ensure it is meeting the terms of its charter and applicable laws.
- 4) Intervene when sponsored schools do not meet the terms of their charter contracts or applicable laws.
- 5) Evaluate the performance of the charter schools it sponsors to determine whether to renew the contract for each school.

The University reserves the right to rescind a charter if a school fails to meet performance standards. Ball State is committed to improving the quality and success of charter schools through high standards and clear accountability. That is the primary role of Ball State and this annual review of performances provides much of the information needed to demonstrate the progress of the University in meeting that commitment.

NORTHERN REGION

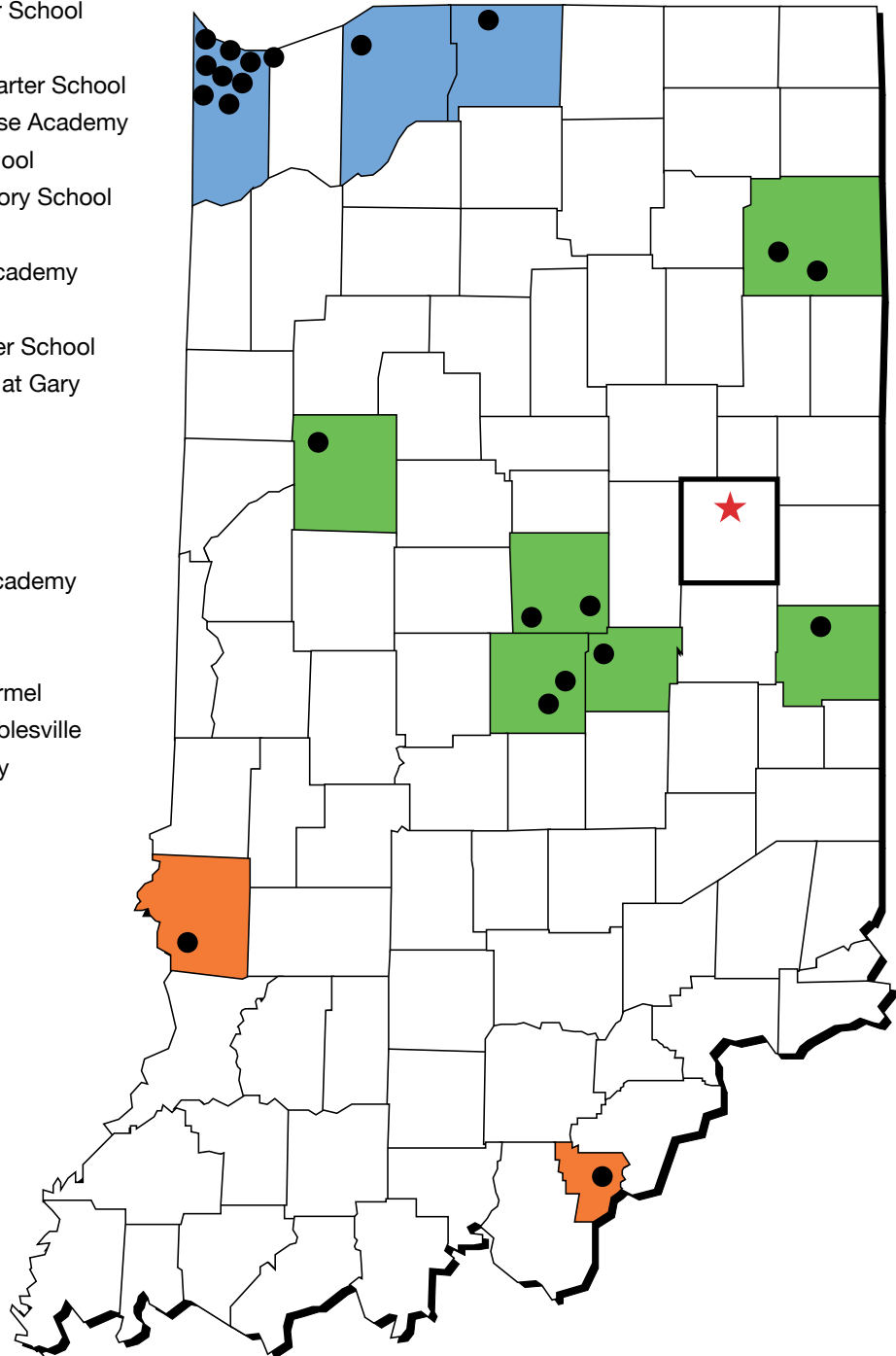
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Timothy L. Johnson Academy

SOUTHERN REGION

Community Montessori
Rural Community Academy



OVERVIEW of BSU Charter Schools

Role of the Office of Charter Schools

Ball State University has established an Office of Charter Schools to serve as the primary source of contact with each group seeking a charter and each operating charter school. The office serves as the administrator of the University's charter program, making recommendations to the President on such major decisions as the granting of charters, significant actions related to the performance of schools, and renewal decisions.

During its initial four years, the Office of Charter Schools was established and staffed to develop an accountability process. As a result of this early work, the University began a major restructuring of its charter authorizing practices in the summer of 2006 with new leadership in the Office of Charter Schools.

Key elements of that restructuring include:

- Significantly increasing the capacity of the Office of Charter Schools staff to meet the responsibilities of the office.
- Redesigning the Accountability Framework to gain a more complete understanding of each school's success.
- More clearly defining expectations for successful charter schools.
- Implementing more rigorous requirements for charter proposals.
- Altering the compliance monitoring process.
- Shortening the length of new charter contracts from seven years to five years.
- Implementing a rigorous review process for charter renewal decisions.

Goals for the University Charter School Program

Ball State is strengthening its capacity to ensure that the charter schools it sponsors are meeting or moving toward high levels of performance within a reasonable amount of time. The charters of schools that are unable to meet expectations established by Ball State may be rescinded after being given a reasonable opportunity to make changes in their administrative and educational operations. This approach to charter authorizing is consistent with the basic premise for establishing public charter schools. That basic premise states that while charter schools enjoy more autonomy within their organization, increased accountability is expected from each charter school by its authorizer.

As the University holds charter schools accountable for performance, it also holds itself accountable in its role as an authorizer. Since 2001 when Ball State began authorizing charter schools, the following significant interventions have been taken toward sponsored charter schools that were not meeting the terms of their charters. In 2003-2004 the charter of one school that was in operation was revoked. In 2007, the grade configuration for one school in operation was reduced from K-8 to K-5. Its charter was extended for two years rather than renewed due to serious concerns about

The University is investing significant resources into this restructuring process. Since summer 2006, the University has added these new full-time positions to the Office of Charter Schools to increase the capacity of the office to fulfill its mission:

Accountability Compliance/Finance Coordinator School Accountability Coordinator Additional Field Representative

The University also contracts with a **data processing service provider**, Corporate Computer, which provides a computer-based system for the collection and storage of compliance documents. This aids the Office of Charter Schools in monitoring the compliance of each school with the terms of its charter and applicable laws.

Ball State provides a well-defined platform upon which the schools sponsored by the University will be successful. It is the expectation that the performance of the schools Ball State sponsors will increase in a number of areas, including financial management and student achievement.

academic performance. Another school's charter was extended, rather than renewed, due to significant financial concerns. During the summer of 2008, the sponsorship of one school was withdrawn prior to opening.

In its effort to set aggressive expectations for its Charter School Program, Ball State has established a goal that, by 2012-2013, the University will be the sponsor of the highest percentage of charter schools that meet the federal No Child Left Behind requirement of Adequate Yearly Progress (AYP) of the major charter sponsors in the state of Indiana. With the continuing focus on restructuring in process, this objective is clearly attainable. Measurable progress toward this goal was made during 2007-2008.

In 2007-2008, the percentage of charter schools under Ball State sponsorship that met the federal No Child Left Behind Act AYP requirement was 47% (9 out of 19 schools eligible). This was an increase over the percentage of Ball State sponsored charter schools that met AYP in 2006-2007 (43%).

It is the goal of the University to significantly improve the percentage of sponsored schools making AYP,

significantly exceeding the statewide average of all charter schools by 2012-2013. The attainment of this goal by 2012-2013 is a primary reason for restructuring the authorizing practices of the Office of Charter Schools.

One major change in the University's policies for charter schools is the proposed adoption during 2008-2009 of the Policy for School Assessment and Intervention. This policy identifies specific measures in the areas of academic

achievement, finance and compliance. Schools that do not attain specific levels of performance in those areas will be placed on corrective action, probationary status, or recommended for revocation of their charters. In the area of academic achievement, the attainment of (AYP) is a primary requirement. With the adoption of this new policy it is expected that a higher percentage of Ball State sponsored charter schools will attain AYP in future years.

Purpose of the Annual Accountability Report

Each year, the Ball State University Office of Charter Schools publishes an accountability report indicating the charter schools' performance. This is the fifth annual accountability report.

The purpose of this report is to provide a snapshot of the performance of each charter school sponsored by Ball State that was open during 2007-2008, as well as a general summary of the success of the Ball State charter program. The Accountability Report provides information about each school's educational philosophy and approach; demographics of the school's student population; 2007-2008 student achievement data in the form of ISTEP+ and the Northwest Evaluation Association (NWEA) Measure of Academic Progress results; and the results of the constituent survey, which is administered annually to parents of enrolled students, school staff, and board members.

Individual school responses. As with last year's report, the Office of Charter Schools requested that each school provide background information about its mission and the unique characteristics of the students it serves, along with comments on its performance, the challenges it faced, and the strategies the school is using to increase student achievement. The Office of Charter Schools recognizes that each school is a work in progress. This Accountability Report provides an opportunity for each school to tell its story of successes and challenges and the efforts it is making to aid the students who have enrolled. The overall success of the charter schools program is based primarily on the success of each charter school and the University expects each school to pursue strategies that increase the probability of both student and school success.

Limitations. This report is of the performance of each school for the academic year 2007-2008 only. A history of the performance of each school is not addressed here. Another limitation in the ability of this report to fully depict school performance is in the

reporting of data from the state assessment program, the ISTEP+. The Indiana Department of Education reports test results only at the school level by grade. Because individual student performance has not been made available to the Office of Charter Schools, the Office is presently unable to track individual student progress. Anecdotal reports indicate that many students are making gains in performance on the ISTEP+ over time. Without individual student performance on the ISTEP+, specific gains of those individual students from year to year cannot be tracked. There are discussions at the federal level of revising the No Child Left Behind Act to permit states to base the AYP reporting process on individual student improvement models rather than reporting overall school level passing rates. Focusing on school passing rates does not allow reporting to take into account the movement of individual students into and out of schools. Such movement is quite significant for some of the Ball State sponsored schools, thereby masking performance gains of students who remain at a school for a number of years. For accuracy, the performance of a school should be based on the impact of its educational program on the same students over a reasonable period of time.

The NWEA Measures of Academic Progress has been used not only as an accountability tool, but as a means for identifying individual students' areas of needed improvement. The percentages of students achieving their NWEA target growth rate are included here to provide another indicator of student performance, but this should not be considered a complete evaluation of the school's success in achieving growth among students.

In 2007 – 2008, schools conducted a constituent survey online or in paper form (See Appendix B). This report, which is highlighted in each school profile of the Accountability Report, focuses on the areas of parent satisfaction and the academic program.

GENERAL INFORMATION *for* BSU Charter Schools

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act requires schools to show annual improvements in academic achievement and attendance. Schools that receive Title I funds, those with high percentages of low income students, face federally imposed consequences if they are not able to show the requisite improvements on the state's assessment.

The Indiana Department of Education (IDOE) has determined AYP for all public schools, including charter schools. There are two methods through which the IDOE determines AYP designations for each school. The first method is based on the overall percentage of students passing the English and mathematics portions of ISTEP+, participation rates, elementary and middle school attendance rates, and high school graduation rates. Any student subgroup of at least 30 students within the population, including race/ethnicity, free/reduced price lunch eligibility, limited English proficiency and special education, must also meet the performance, participation, and attendance or graduation targets in this first method of meeting AYP. Beginning in 2005-2006, an Indiana school could meet AYP if at least 65.7% of each of the school's eligible student subgroups passed the language arts portion of the test and if at least 64.3% passed the mathematics portion of the test. The percentages increased for the 2008-2009 academic year to 72.6% passing English/language arts and 71.5% passing math.

The required passing rates used in the first method of determining AYP may be unrealistic for schools serving high numbers of low achieving students. In these schools, students may be making progress, but still not approaching the required passing rates. For these schools, a "Safe Harbor" was created. Using a second method of determining AYP, schools that do not meet the target percent for passing the state's assessment (ISTEP+) will be considered to have achieved the progress necessary if they meet attendance rate targets and reduce the number of students not meeting performance targets by 10% over the previous year.

Adequate yearly progress does not account for the migration of students moving in and out of individual student cohorts, which is typical in charter schools. It also provides a limited view of high schools as accountability decisions are based on only one year of growth and are highly dependent upon the starting points of the school's students. Nonetheless, especially for elementary and middle schools, AYP does begin to put some focus on improvement measures. It also helps draw attention to the performance of individual subgroups at those schools, rather than grade- or school-wide averages. Appendix A summarizes the AYP results for Ball State's charter schools.



Public Law 221 – Indiana’s State Accountability Law (PL 221)

Beginning with the 2005-2006 school year, the Indiana Department of Education (IDOE) began publishing the results of a new state accountability system. Under the new law, schools must show progress on ISTEP+ passing rates for each “non-mobile” student cohort, those students who attended the school for at least 70% of the year (or 126 school days) and who have an ISTEP+ score from the previous school year. Performance under this new accountability system is judged by improvement, as the passing rates must improve for the same set of students as they progress from one grade level to another. Although PL 221 designation applies to both Title I and non-Title I schools, the consequences that follow a lack of improvement do not apply to charter schools. PL 221 is useful for demonstrating an improvement or lack of improvement among the students in the Ball State University sponsored charter schools.

As is illustrated in Table 1, schools are placed in performance categories based on both their current passing rates and the improvement made by their non-mobile cohort of students. For example, a school with 63% of its students passing would be labeled as “exemplary progress” if the current pass rate represents an improvement of four percentage points or more when averaged over three years, but would be labeled as only “academic watch” if the current pass rate represents improvement of less than two percentage points. No school can be placed higher than “academic progress” if it does not also meet AYP under federal accountability expectations. In addition to the report within each school summary, Appendix A indicates the category placements for each of Ball State’s charter schools that opened prior to 2007-2008.

Table 1: Public Law 221 Performance Categories

Current Passing Rate on ISTEP+	Passing Rate Improvement Average Over Three Years				
> or = 90%	Exemplary School				
> or = 80%	> or = 1%	> 1%			
> or = 70%	> or = 3%	> or = 2%	> or = 1%	< 1%	
> or = 60%	> or = 4%	> or = 3%	> or = 2%	< 2%	
> or = 50%	> or = 5%	> or = 4%	> or = 3%	< 3%	< 0%
> or = 40%	> or = 6%	> or = 5%	> or = 4%	< 1%	< 1%
< 40%		> or = 6%	> or = 5%	> or = 3%	< 3%
Category Placement:	Exemplary Progress	Commendable Progress	Academic Progress	Academic Watch (Priority)	Academic Probation (High Priority)

Data Source: Indiana Department of Education

Northwest Evaluation Association (NWEA)

The Northwest Evaluation Association, a non-profit organization, has partnered with school corporations and educational agencies across the nation to provide comprehensive assessment since 1977. More than 2 million students in the United States participate in NWEA assessments each year, providing an ample body of reference data for achievement norms. With a variety of support services, resource materials, and in-depth trainings, NWEA is a leader in longitudinal research for student achievement and growth and school improvement.

In keeping with the NWEA mission to help all students learn, the organization uses assessment data to provide instructional tools for educators. Test results are made available for immediate use, with detailed reports and interpretation of student performance. Each Ball State

charter school in Indiana has administered the Measure of Academic Progress (MAP) standardized test in the fall and the spring. Growth rates are determined by the change in scores from fall to spring. Target growth rates are individualized, based on the average for comparison students in the norm group who received a similar score. The target rate for one student may not be the same as the target rate for another. The percentage of students meeting their target growth rate for each school includes only those students present for both the fall and spring testing. This is the first year in which NWEA assessments are part of the requirement for accountability reporting. This data provides another snapshot of student performance that is focused specifically on student growth. In addition to a report within each school summary, Appendix A contains a report of all schools’ NWEA performance.



COMPREHENSIVE REVIEW *of* BSU Sponsored Charter Schools

The BSU sponsored charter schools serve a wide variety of populations spread across the state of Indiana. Some of these schools serve students demographically similar to those in their community and others serve students who differ from those in the local schools. In considering the performance of a school, the demographics of the students it serves must be taken into account.

Many of the BSU sponsored charter schools reported herein were authorized prior to the major restructuring that began in the summer of 2006 and, therefore, were

not required to meet the rigorous expectations that are part of the current chartering process. Each school is working toward meeting the high expectations set by the Office of Charter Schools for improvement and compliance with their individual charters. The BSU sponsored charter schools share a common goal of providing an effective educational environment for their students. As they work toward achieving this goal, the Office of Charter Schools fully expects that it will, likewise, achieve its goal of being the sponsor of the highest percentage of charter schools meeting AYP in the state of Indiana by 2012-2013.

NORTHERN REGION

Campagna Academy Charter School
Charter School of the Dunes
East Chicago Lighthouse Charter School
East Chicago Urban Enterprise Academy
Gary Lighthouse Charter School
KIPP LEAD College Preparatory School
Renaissance Academy
Thea Bowman Leadership Academy
Veritas Academy
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21st Century Charter School at Gary

CENTRAL REGION

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Indiana Math and Science Academy - Indy
Imagine MASTer Academy
Irvington Community School
New Community School
Options Charter School - Carmel
Options Charter School - Noblesville
Timothy L. Johnson Academy

SOUTHERN REGION

Community Montessori
Rural Community Academy

NORTHERN REGION





CAMPAGNA ACADEMY CHARTER SCHOOL *of* BSU Charter Schools

“Restoring Hope and Building Dreams”



7403 Cline Avenue
Schererville, IN 46375
(219) 322-8614

www.campagnaacademy.org

Grades Served	9-12
2007-2008 Enrollment.	105
2006-2007 Enrollment.	132
2005-2006 Enrollment	130
2004-2005 Enrollment	70
2003-2004 Enrollment	44
2002-2003 Enrollment	13
Enrollment at capacity.	150

Year Opened: 2002-2003
Final Year in Current Contract: 2008-2009

Mission

The Campagna Academy Charter School (CACS) is an “alternative school of choice” located in Schererville, Indiana. The school provides partial-day, full-day, and evening educational programs to serve grades 9-12. Many students attending CACS have experienced poor performance or attendance in high school. They may choose to attend Campagna Academy for a more structured educational environment and smaller classes.

Educational Program

Campagna Academy Charter School offers instruction in Core 40 curriculum classes taught by qualified, Indiana State-licensed teachers. Elective courses are offered to students to expand their knowledge base. Advanced and remedial programs are available through computer-assisted instruction and independent study programs. Graduation requirements include an independent project and either school involvement or community service.

Demographic Summary

Campagna Academy Charter School serves youth at risk of not completing their high school education. It is an identified Alternative Education school. The school is part of the Campagna Academy, a social work agency that provides both residential and day treatment to youths in grades six to post-secondary. Many of the students at CACS attend the school in response to adjudication; they may have been expelled or suspended from their home schools; have difficulty with drug or alcohol dependence; be teen mothers who are responsible for their child/children or who are pregnant; or they may be students who have fallen behind academically and see no hope of graduating. The school's population is fluid, with students moving in and out of the school as situations change. The statistics reported for CACS below should be considered in a different light from those reported for a school with a traditional student body.

Sixty-nine-and-a-half percent of CACS students are black. The school draws the largest majority of students from Gary Community Schools whose population is 97.5% black compared to the state average of 12.2% black. Just over 57% of CACS students are eligible for free or reduced cost lunches, compared with 68.6% of students in Gary Community Schools and 39.2% in the state. In terms of students receiving special education services, the state average is 17.8%. Gary Community Schools has 16.8%, while CACS has 27.6% of students receiving services. Due to the state adopted graduation formula, the graduation rate is generally low.

Academic Progress

Academically, CACS students performed lower on the ISTEP+ than students in the Gary Community Schools, and the state average (see Table Y-2). Although there is still room for performance improvement, Safe Harbor was achieved which allowed CACS to make AYP during 2007

(Table Y-4). The students whose growth rates could be measured for NWEA, performed consistently across all subjects. The percent of students meeting the growth targets ranged from 33-40%.

Constituent Survey

Parents (n=50), staff (n=36), and board (n=8) responded to the constituent survey. Seventy-six percent of the parents and 65% of the staff reported that the overall quality of education was excellent/very good. Fifty percent of the board members rated the school as excellent/very good (Figure Z-1). When comparing the overall quality of education to that of other schools, 63% of the board,

90% of the parents, and 76% of the staff rated the school as much better/somewhat better (Figure Z-2). There was a consistently high rating of the school from the board, parents, and staff when they were asked how likely they were to recommend, continue, and increase support of their school (Figure Z-3).

Financial Review

Financially, the school exceeded Ball State University Office of Charter School's expectations in the area of Financial Viability Results. It completed its sixth year in a financially healthy position. Revenue exceeded expenses, resulting in a positive net income position. Expenses appeared to be appropriate. The school completed the year with a positive cash balance and a solid balance sheet. Campagna is likely to maintain strong finances in the future. State Board of Account auditors completed an audit for the two years ending June 30, 2007. The audit identified four issues. All issues have been addressed and

corrected by Campagna Academy.

The school met Ball State University Office of Charter School's expectations in the area of financial obligations to Ball State University. Payments of all obligations were made within 30 days.

Campagna Academy maintained and submitted an acceptable board-approved, five-year strategic plan during the same school year.

School Improvement

To improve student ISTEP+ performance, CACS has taken the following steps:

- Presented the Indiana Standards in English 9 over three trimesters, instead of two.
- Presented the Indiana Standards in Algebra I over three trimesters, instead of two.
- Presented the Indiana Standards in Biology I over three trimesters, instead of two.
- Shared ISTEP+ results with the staff to identify areas of concern and brainstorm possible strategies for invention.

NWEA data were used to improve student achievement in the following ways:

- Dedicated one staff member to analyzing NWEA information and reports and sharing data with the entire staff.
- Reviewed NWEA results to identify problem areas in student performance and/or curricula.
- Arranged the special education teacher schedule to provide small group instruction to struggling students.
- Made the decision to slow the pace of core classes to enable struggling learners to achieve mastery.

To address deficiencies that might affect AYP status for the 2008-2009 school year, CACS has taken the following actions:

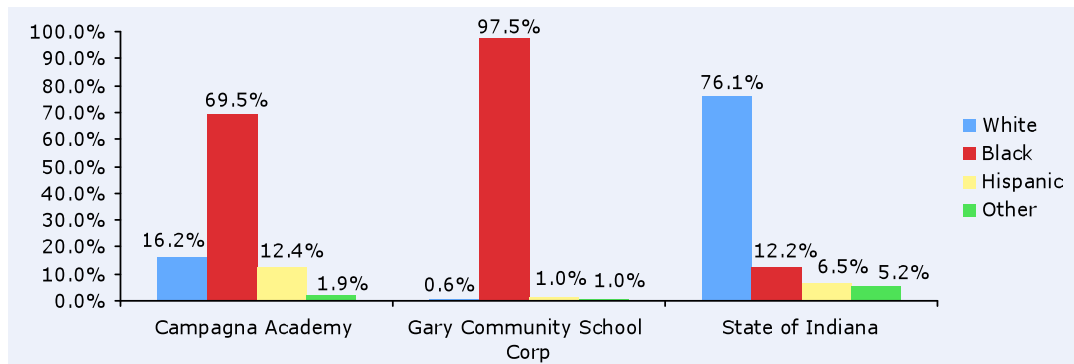
- Worked with the Lake County Court system to suspend hearings during ISTEP+ to ensure participation by our students.
- Rewarded students who traditionally miss ISTEP+ with a pizza party.
- Tested GQE retest students in small group settings in private classrooms.
- Offered breakfast, snacks and beverages to students on ISTEP+ test days.
- Provided transportation during ISTEP+ to all students who needed it, to ensure their presence during the test.
- Called parents about attendance, non-participation in class, and other academic issues.
- Developed a curriculum based on the Indiana Academic Standards.

To improve the perceptions of the school in response to the results of the constituent survey, CACS has taken the following actions:

- Stengthened curriculum, changed faculty, and changed administration.
- Contacted parents more often through Parent/Teacher conferences, letters home, and more frequent phone calls.
- Added another computer lab of 20 computers.
- Involved the staff in more decisions concerning the school and the students.
- Worked more closely with the School Council, giving more frequent and more detailed information.
- Met with local referral agencies that send students to CACS, explaining school services in greater detail.
- Made education the focal point instead of constantly dealing with behavior problems. Held students more accountable for their poor behavior.
- Emphasized the importance of doing well on ISTEP+, NWEA and TABE.
- Offered more fun activities for students.
- Started a Student Council and a club for girls.

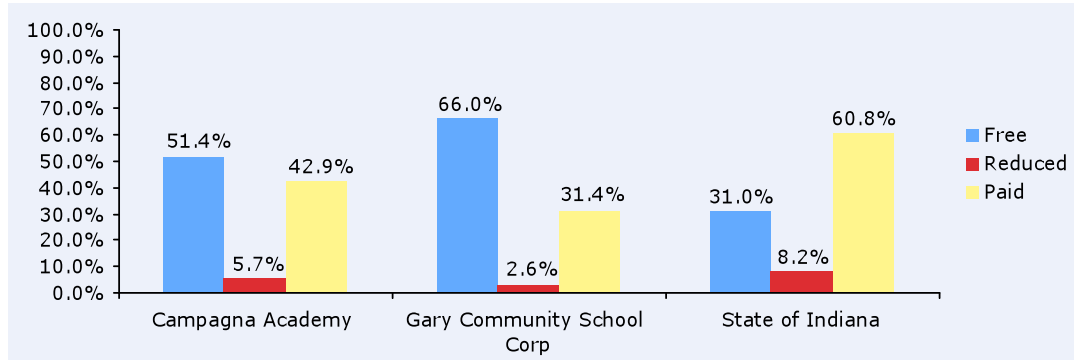
Student Demographics

Figure X-1: Race/Ethnicity Percentages: 2007-2008



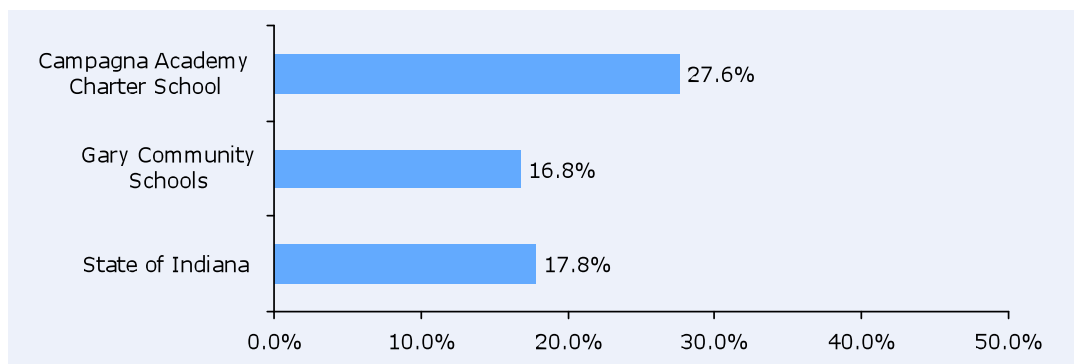
Data Source: Indiana Department Of Education

Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch: 2007-2008



Data Source: Indiana Department Of Education

Figure X-3: Percentages of Students in Special Education: 2007-2008



Data Source: Indiana Department Of Education

Program Statistics

Table Y-1: Attendance Rates

Academic Year	Campagna Academy Charter School	Gary Community Schools	Indiana
2007-08	97.8%	96.1%	96%

Data Source: Indiana Department Of Education

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		Campagna Academy	Gary	Indiana	Campagna Academy	Gary	Indiana	Campagna Academy	Gary	Indiana
9	43	16%	28%	67%	21%	25%	70%	12%	17%	60%
10	22	27%	32%	68%	9%	24%	67%	9%	19%	59%

Table Y-3: PL 221

ACADEMIC PROBATION	
Performance: 29.6%	Improvement: 0.9%

Table Y-4: Adequate Yearly Progress

OVERALL DETERMINATION: YES			GRADUATION: YES	
	PERFORMANCE		PARTICIPATION	
	English	Math	English	Math
All Students	Yes	Yes	Yes	Yes

Data Source: Indiana Department Of Education

Table Y-5: NWEA Percent Meeting Target Growth Rate

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
59	33.9%	58	39.7%	60	40%

Data Source: NWEA

Constituent Surveys

Figure Z-1: How would you rate the overall quality of education?

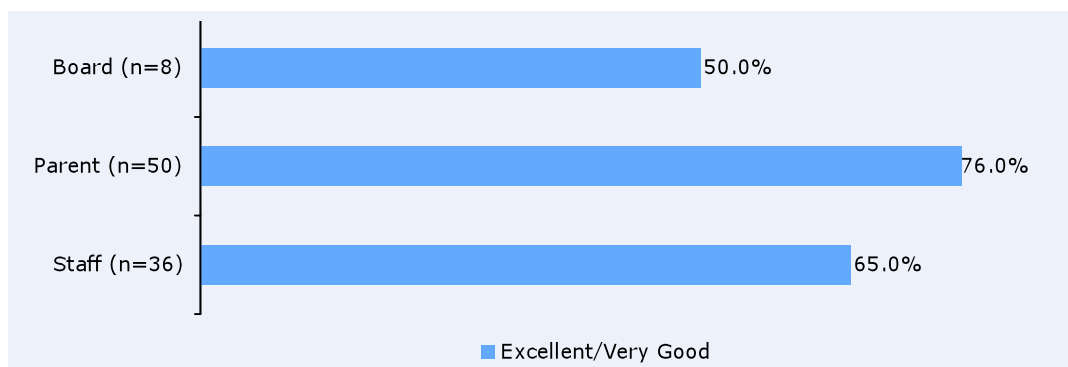


Figure Z-2: How would you compare the overall quality of education to that of other schools?

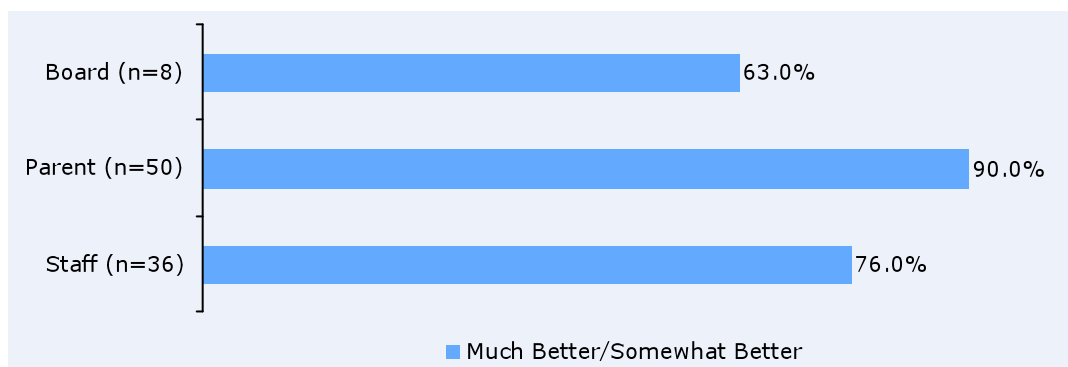
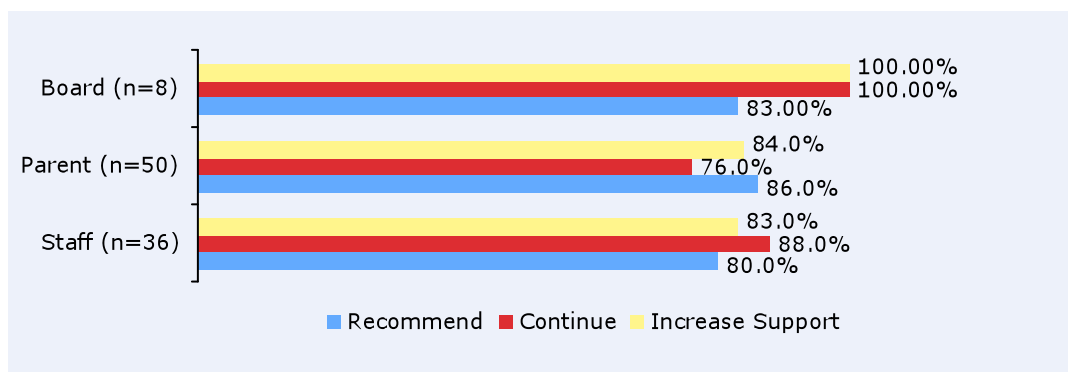


Figure Z-3: How likely are you to...Recommend the School/Continue at the School/Increase Support to your School?
*Totals Include Extremely and Very Likely Responses







CHARTER SCHOOL OF THE DUNES *of* BSU Charter Schools

“A Tuition FREE Public School”



860 N. Lake Street
Gary, IN 46403
(219) 939-9690

www.csotd.org

Grades Served	K-8
2007-2008 Enrollment	437
2006-2007 Enrollment	490
2005-2006 Enrollment	514
2004-2005 Enrollment	442
2003-2004 Enrollment	436
Enrollment at capacity.	500

Year Opened: 2003-2004

Final Year in Current Contract: 2009-2010

Charter School
of the Dunes

Mission

The school's mission is to inspire success through an innovative curriculum, while cultivating environmental stewardship and setting high standards for student achievement through family and community involvement.

Educational Program

Many opportunities are extended to students beyond the basic classroom curriculum. CSOD offers technology, music, and physical education classes, along with academic acceleration blocks for every student in kindergarten through eighth grade. Students have the opportunity to participate in Spell Bowl competitions, Math Bowl, 21st Century Scholars, National Junior Honor Society, basketball, cheerleading, volleyball, cross country, choir, and “Just Say No” programs.

Demographic Summary

Charter School of the Dunes has a mobility rate of 10.2%, which is higher than the state average of 3.9%. Nearly ninety percent of the school population at Charter School of the Dunes is black, 5.5% is designated multiracial, 3.2% is white, and 1.4% is Hispanic. In addition, nearly two-thirds of the students receive free or reduced cost lunches. Students may receive services through Special Education and Title 1 programming.

Academic Progress

The percentage of students passing ISTEP+ (see Table Y-2) varies across grades at Charter School of the Dunes, with particular problems in grade eight, where only 25% passed either math or English/LA. Highest percentages are found at the third- and fourth-grade levels. Charter School of the Dunes did not meet AYP for the fourth

year in a row (Table Y-4). Although continuing to show improvement in percent passing ISTEP+, the P.L. 221 rating was in the Academic Watch range. Math (45.7%) was targeted during the last year as an area of improvement. NWEA growth target rates ranged from 45.7% - 55%.

Constituent Survey

Parents (n=34), staff (n=13), and board (n=2*) responded to the constituent survey. Fifty-six percent of parents rated the overall quality of education in the school as excellent/very good, with 23% of staff concurring (Figure Z-1). Seventy-six percent of parents and 25% of staff felt the school merited a rating as much better/somewhat better when it came to comparing the overall quality of education to that of other schools (Figure Z-2). When

asked how likely they were to recommend, continue, and increase support of their school, 64% of parents would recommend, 81% would continue, and 77% would increase support. Overall, the staff's rating ranged from 31% - 36% in all three categories (Figure Z-3).

*Base size was not large enough to report.

Financial Review

Financially, the school approached Ball State University Office of Charter School's expectations in the area of Financial Viability Results. It completed its fifth year in a financially healthy position. The school had a balanced budget and has a positive equity position with a strong balance sheet. Expenses appeared to be appropriate. The school completed the year with a positive cash balance. Charter School of the Dunes is likely to maintain strong finances in the future. The school did not complete the required independent audit/review during 2007-2008,

and therefore did not meet the financial expectations.

The school did not meet Ball State University Office of Charter School's expectations in the area of financial obligations to Ball State University. Payment of obligations exceeded 60 days at times.

Charter School of the Dunes maintained and submitted an acceptable board-approved, five-year strategic plan during the school year.

School Improvement

To improve student ISTEP+ performance, Charter School of the Dunes has taken the following steps:

- Analyzed data to determine weakness in curriculum and instructional programming.
- Reviewed student benchmarks to make instructional adjustments.
- Hired two instructional coaches to improve the quality of instruction and implementation of best practices.
- Aligned all curricula to Indiana State Standards.
- Scheduled 24 professional development days to assist teachers in training for curriculum alignment, writing across the curriculum, and classroom instruction and management.

NWEA data were used to improve student achievement in the following ways:

- Determined student academic gains.
- Utilized NWEA data to predict ISTEP+ success.
- Incorporated data walls to track the success of students and highlight growth gains.
- Placed students in acceleration groups to enhance ELA and math learning at all levels.

To address deficiencies that may positively impact AYP status for 2008-2009, Charter School of the Dunes has taken the following action:

- Adopted a strict attendance policy by the board of directors, allowing students to gain the most from their educational opportunity at the Charter School of the Dunes.

To improve the perceptions of their school in response to the results of the constituent survey, Charter School of the Dunes has taken the following actions:

- Hired a marketing director and local publicity agent.
- Held parent celebrations to observe student performance.



Student Demographics

Figure X-1: Race/Ethnicity Percentages: 2007-2008

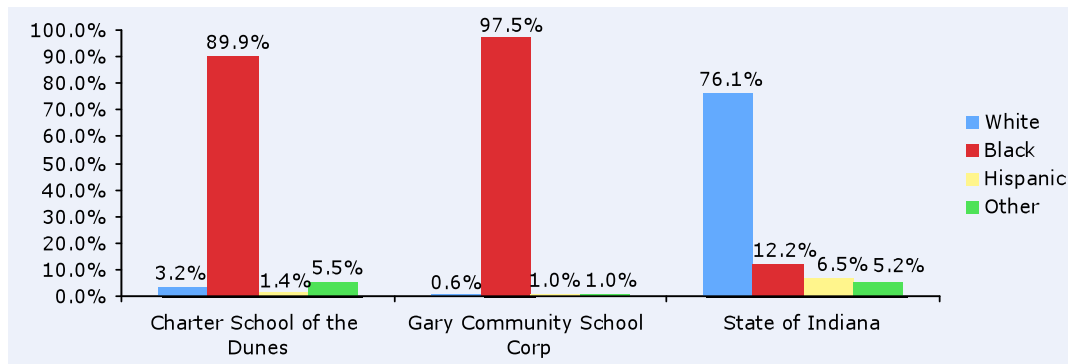


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch: 2007-2008

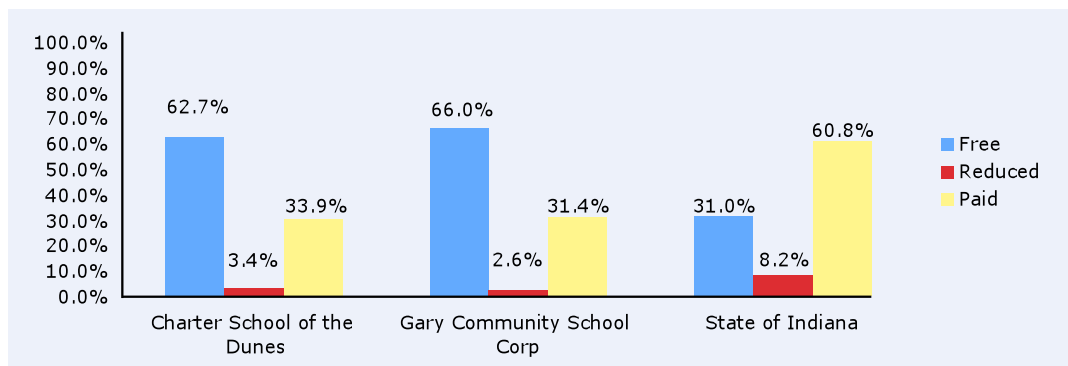
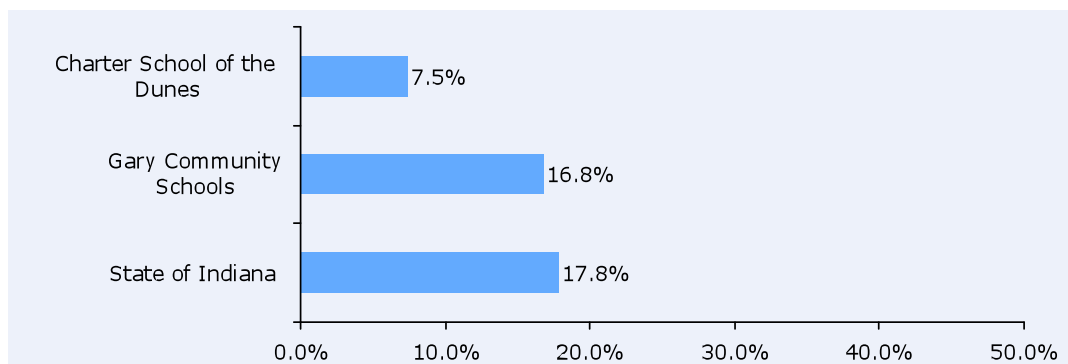


Figure X-3: Percentages of Students in Special Education: 2007-2008



Data Source: Indiana Department Of Education

Program Statistics

Table Y-1: Attendance Rates

Academic Year	Charter School of the Dunes	Gary Community Schools	Indiana
2007-08	97%	96.1%	96%

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		CS of the Dunes	Gary	Indiana	CS of the Dunes	Gary	Indiana	CS of the Dunes	Gary	Indiana
3	39	51%	65%	76%	54%	62%	71%	41%	51%	64%
4	54	48%	60%	75%	41%	60%	76%	32%	50%	67%
5	40	38%	60%	76%	30%	64%	78%	30%	52%	68%
6	29	45%	52%	73%	31%	66%	81%	24%	46%	68%
7	49	37%	40%	71%	45%	46%	80%	27%	31%	66%
8	52	25%	37%	70%	25%	31%	75%	14%	22%	64%

Table Y-3: PL 221

ACADEMIC WATCH	
Performance: 37.4%	Improvement: 3.5%

Table Y-4: Adequate Yearly Progress

OVERALL DETERMINATION: NO			ATTENDANCE: YES	
	PERFORMANCE		PARTICIPATION	
	English	Math	English	Math
All Students	No	No	Yes	Yes
Black	No	No	Yes	Yes
Free/Reduced Lunch	No	No	Yes	Yes

Data Source: Indiana Department Of Education

Table Y-5: NWEA Percent Meeting Target Growth Rate

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
249	55%	252	50.8%	258	45.7%

Data Source: NWEA

Constituent Surveys

Figure Z-1: How would you rate the overall quality of education?

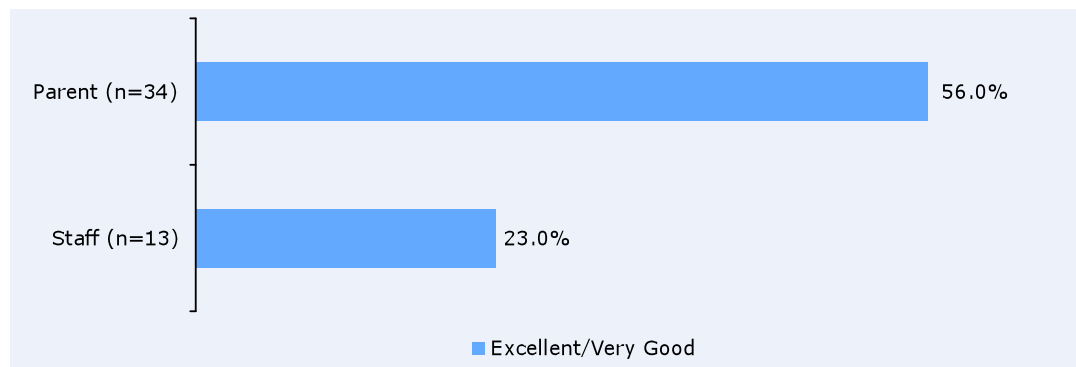


Figure Z-2: How would you compare the overall quality of education to that of other schools?

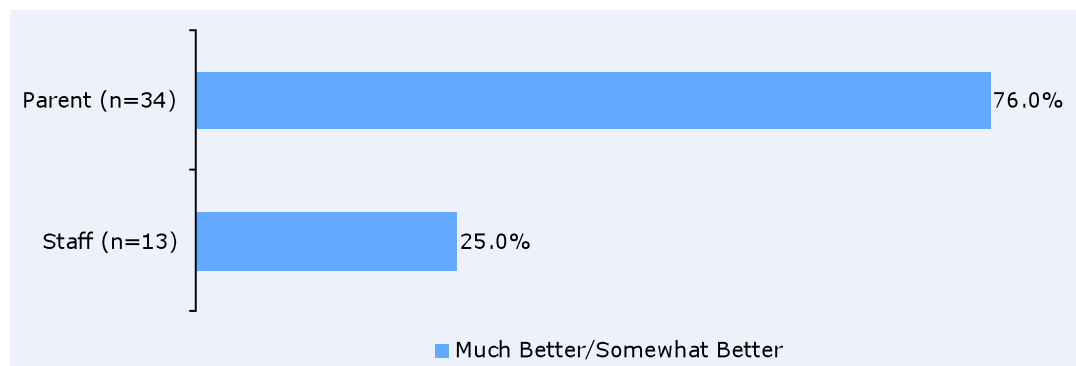
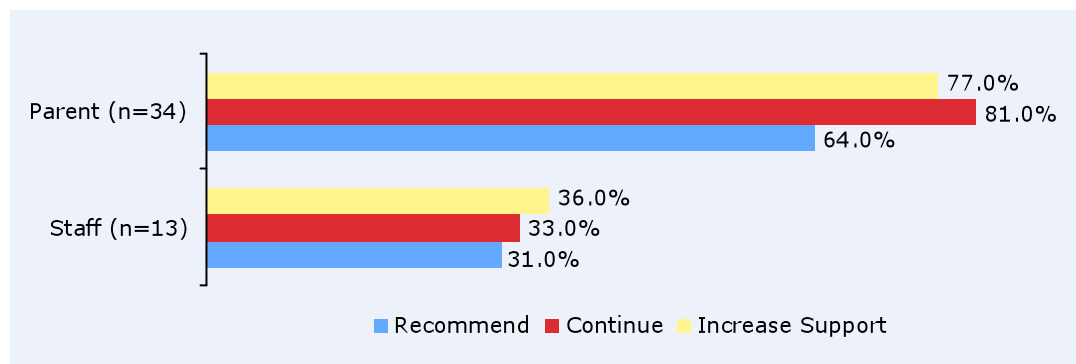


Figure Z-3: How likely are you to...Recommend the School/Continue at the School/Increase Support to your School?
*Totals include Extremely and Very Likely Responses







EAST CHICAGO LIGHTHOUSE CHARTER SCHOOL *of* BSU Charter Schools

“Preparing students for college with a rigorous arts-infused program.”



3916 Pulaski
East Chicago, IN 46312
(219) 977-9713

www.lighthouse-academies.org

Grades ServedK-5
2007-2008 Enrollment204
2006-2007 Enrollment115
Enrollment at capacity215

Year Opened: 2006-2007
Final Year in Current Contract: 2012-2013

East Chicago Lighthouse
Charter School

Mission

Students at East Chicago Lighthouse Charter School will acquire the knowledge, skills, values and attributes to be responsible citizens and effective workers. Students will realize this mission through a curriculum that infuses fine and performing arts into a rigorous core of content.

Educational Program

East Chicago Lighthouse Charter School offers students an arts-infused education program that includes disciplines such as painting, performance, and computer-assisted design. The scope and sequence of each grade level will reflect the Core Knowledge Sequence, Indiana's Academic Standards, and the Lighthouse Exit Standards. Underlying this engaging pedagogy will be a solid base in key skills. A variety of programs that have been tested by careful research will be used to support mastery of a rich body of standards.

Demographic Summary

East Chicago Lighthouse Charter School serves grades K-5 in the Gary Community Schools area. The student population is almost entirely black (63.2%) and Hispanic (32.4%), with a higher percentage of Hispanic students than the average in Gary Community Schools. East Chicago Lighthouse's minority population is different from the average in the state of Indiana. More than 81% of East Chicago Lighthouse's students receive free or reduced cost lunches, representing more than the average in Gary Community Schools or in Indiana. With only 9.1% of students receiving special education services at East Chicago Lighthouse (Figure X-3), both Gary and the state as a whole serve a higher percentage of students in special education.

Academic Progress

There was noticeable improvement in the percent passing ISTEP+ during this second year of operation (Table Y-2). Third-grade performance is lower than the fourth- and fifth-grade performance. There is still a wide gap between the students at East Chicago Lighthouse and the average across the state of Indiana. Although the school

did not meet AYP during 2007, the rate of improvement for P.L.221 status is 18.5%. This earned East Chicago Lighthouse a category placement of Commendable. Students also performed well against NWEA growth targets with 62.6% - 66.7% of students meeting targets in all areas.

Constituent Survey

Parents (n=6*), staff (n=15), and board (n=1*) responded to the Constituent Survey. Seventy-three percent of the staff reported the overall quality of education in the school was excellent/very good, while 93% rated the school as much better/somewhat better when it came to comparing the overall quality of education to that of other schools (Figures Z-1 and Z-2). When asked how likely they were

to recommend, continue, and increase support of the school, the staff responded that 60% would recommend, 86% would continue, and 80% would increase support (Figure Z-3).

*Base size was not large enough to report.

Financial Review

Financially, the school exceeded Ball State University Office of Charter School's expectations in the area of Financial Viability Results. It completed its second year in a financially acceptable position. Per the plan, the school's expenses exceeded revenues. Expenses appeared to be appropriate. The school completed the year with a positive cash balance. It is anticipated the school will maintain strong finances in the future. State Board of Account auditors completed an audit for the year ending June 30, 2007. The audit identified eight issues. All issues were addressed by East Chicago Lighthouse.

The school approached Ball State University Office of Charter School's expectations in the area of financial obligations to Ball State University. Payment of obligations exceeded 30 days at times.

East Chicago Lighthouse maintained and submitted an acceptable board-approved, five-year strategic plan during the school year.

School Improvement

To improve student ISTEP+ performance, East Chicago Lighthouse Charter School has taken the following steps:

- Reviewed extended response scores to determine how to improve student results.
- Reviewed incorrect items to identify standards students had not mastered.
- Examined subgroup scores to determine trends in achievement
- Conducted a gap analysis, comparing reading and math curriculum scope and sequence with state standards.
- Created an assessment and instructional plan to address the gaps.
- Hired a science teacher and established a science fair to reinforce students' application of scientific methods.
- Created a school improvement plan, culture of achievement plan, and yearlong professional development plan focused on reading comprehension, math problem solving, and writing skills.

NWEA data were used to improve student achievement in the following ways:

- Grouped students for targeted intervention services and small-group instruction.
- Created sections of upper-level math (seventh grade).
- Increased the amount of non-fiction books read and strategies taught.
- Purchased leveled library for guided reading groups, based on RIT scores.
- Provided professional development on reading instruction.

To address deficiencies that might affect AYP status for 2008-2009, East Chicago Lighthouse Charter School has taken the following actions:

- Wrote and implemented a clear and strict attendance policy, taking appropriate action after every absence.
- Focused on standards-driven instruction by creating monthly syllabi and indicator assessments.
- Trained teachers on problem-solving strategies.
- Taught writing skills daily.
- Assessed student writing three times a year on the ISTEP rubric.
- Monitored reading levels between NWEA testing through miscue analysis and Lexile leveled testing through SRI.
- Offered intervention services through ESL, reading, math small groups, and push-in services with additional adult support.

To improve the perceptions of the school in response to the results of the constituent survey, East Chicago Lighthouse Charter School has taken the following actions:

- Conducted a survey to determine parental interest in workshops.
- Maintained the school culture in the new location.
- Communicated student progress to parents regularly.

Student Demographics

Figure X-1: Race/Ethnicity Percentages: 2007-2008

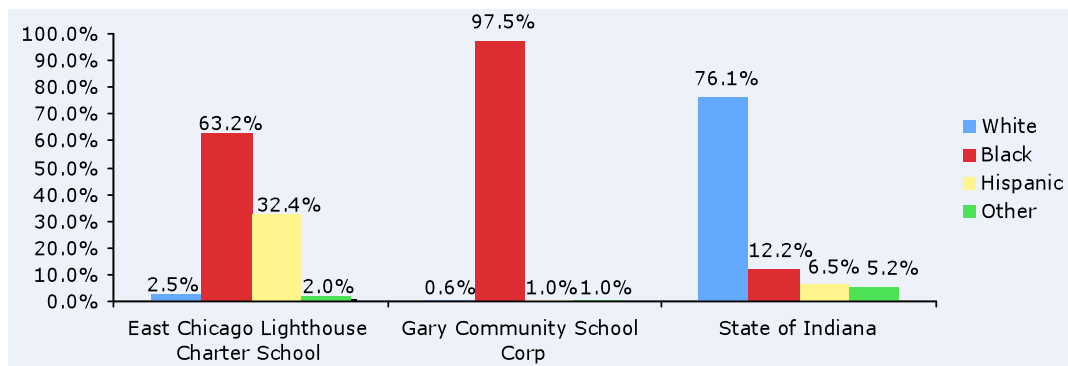


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch: 2007-2008

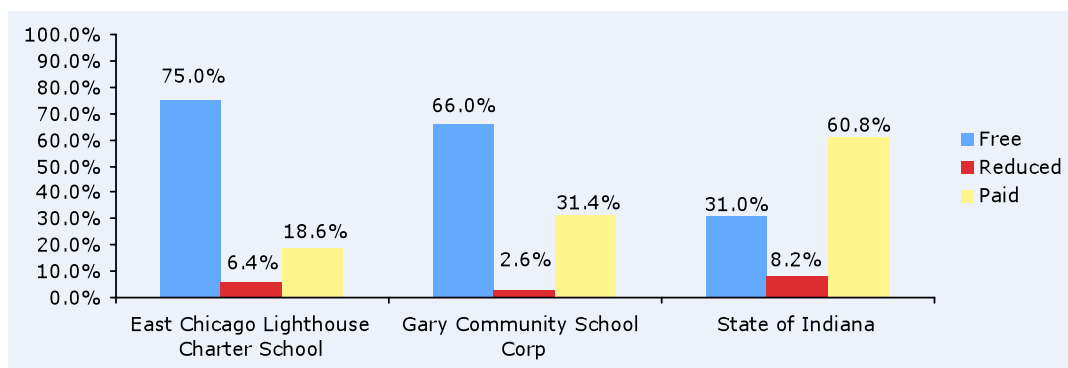
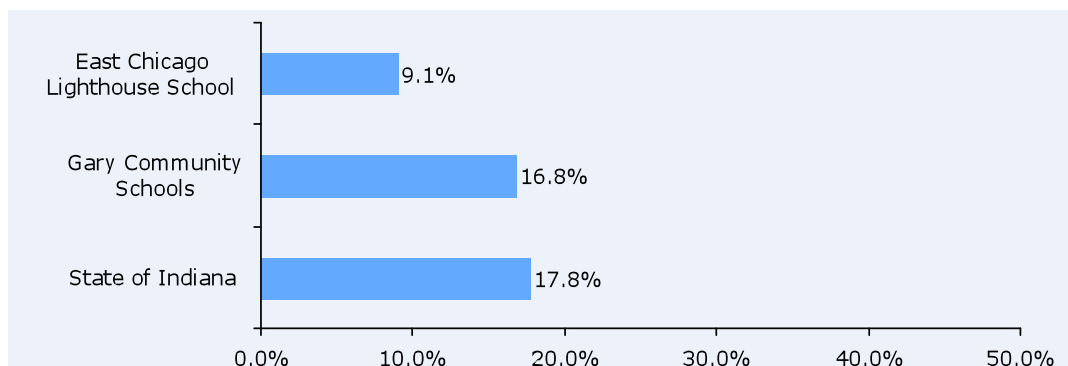


Figure X-3: Percentages of Students in Special Education: 2007-2008



Data Source: Indiana Department Of Education

Program Statistics

Table Y-1: Attendance Rates

Academic Year	East Chicago Lighthouse Charter School	Gary Community Schools	Indiana
2007-08	91.3%	96.1%	96%

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		East Chicago Lighthouse	Gary	Indiana	East Chicago Lighthouse	Gary	Indiana	East Chicago Lighthouse	Gary	Indiana
3	29	21%	66%	76%	24%	55%	71%	17%	47%	64%
4	26	54%	57%	75%	54%	62%	76%	39%	47%	67%
5	22	41%	61%	76%	59%	64%	78%	36%	50%	68%

Table Y-3: PL 221

COMMENDABLE	
Performance: 26.1%	Improvement: 18.5%

Table Y-4: Adequate Yearly Progress

OVERALL DETERMINATION: NO			ATTENDANCE: NO	
	PERFORMANCE		PARTICIPATION	
	English	Math	English	Math
All Students	No	No	Yes	Yes
Free/Reduced Lunch	No	No	Yes	Yes

Data Source: Indiana Department Of Education

Table Y-5: NWEA Percent Meeting Target Growth Rate

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
163	62.6%	96	66.7%	164	66.5%

Data Source: NWEA

Constituent Surveys

Figure Z-1: How would you rate the overall quality of education?



Figure Z-2: How would you compare the overall quality of education to that of other schools?

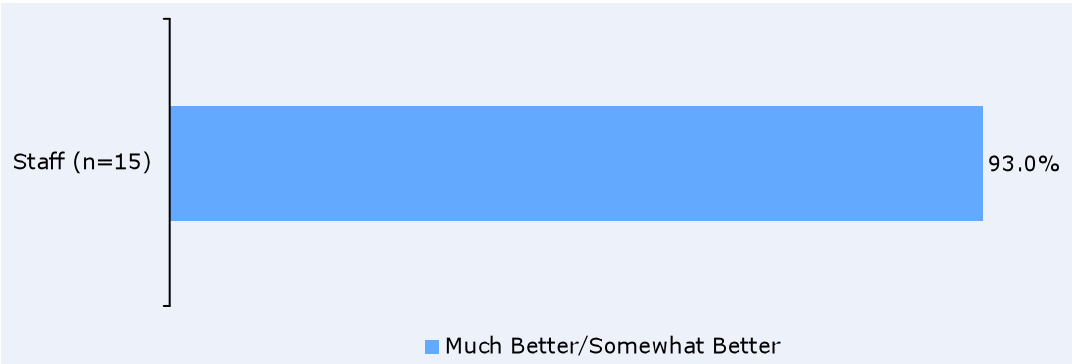
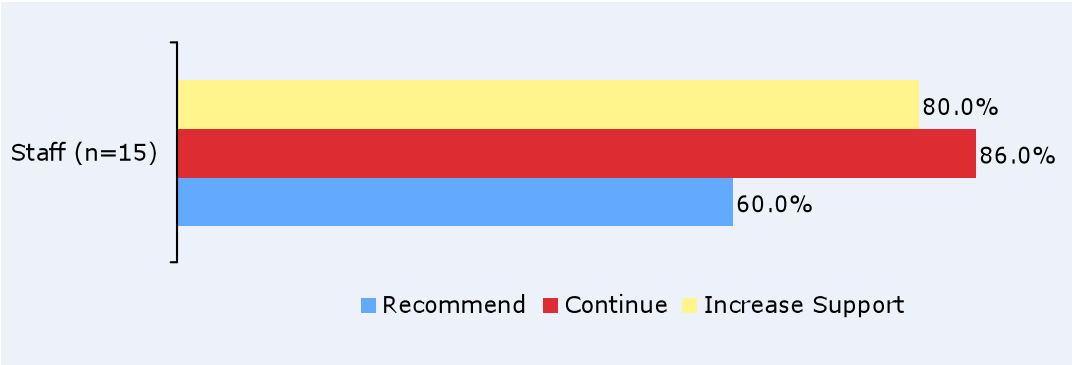


Figure Z-3: How likely are you to...Recommend the School/Continue at the School/Increase Support to your School?
*Totals Include Extremely and Very Likely Responses







EAST CHICAGO URBAN ENTERPRISE ACADEMY *of* BSU Charter Schools

“A Different Kind of Public School”



1402 E. Chicago Avenue
East Chicago, IN 46312
(219) 392-3650

www.ecueacademy.org

Grades Served	K-6
2007-2008 Enrollment	331
2006-2007 Enrollment	284
2005-2006 Enrollment	205
Enrollment at Capacity	344

Year Opened: 2006-2007

Final Year in Current Contract: 2012-2013

Mission

To create a K-8 school that offers a rigorous academic program, provides a safe and supportive environment for learning, and encourages the involvement of its families and the community.

Educational Program

East Chicago Urban Enterprise Academy utilizes Core Knowledge curriculum as the instructional foundation based on Indiana Standards. SRA Open Court Reading, and Saxon Math are used as the base curriculum. This curriculum has been used with success by American Quality Schools, the not-for-profit EMO, partnered with East Chicago Urban Enterprise for student success. Character education is an additional portion of the school curriculum. The Academy recognizes that the ethical and moral development of students is a critical and essential part of each child's education. Character education will not be taught as a separate class in the early grades, but will permeate the classrooms and affect the entire school culture.

Demographic Summary

East Chicago Urban Enterprise Academy (ECUEA) serves a primarily minority population in grades K-5 (ultimately K-8) in the East Chicago area. ECUEA's 63% Black and 32% Hispanic differs from the population of the community schools (Figure X-1), the School City of East Chicago district, which has approximately half Black and half Hispanic students. It is quite different than the average in the state, which is primarily White. Similar percentages of students of both ECUEA (86.1%) and the School City of East Chicago district (90.2%) received free and reduced cost lunches, substantially higher than the state average (37.5% ; Figure X-2). ECUEA serves very few students identified with a need for special education services compared to the nearby schools (Figure D-3).

Academic Progress

ECUEA's ISTEP+ percent passing rate for third and fourth grades exceeds that of other schools in the area (Table Y-2). Performance and participation in ISTEP+ resulted in a passing AYP determination and an Exemplary Progress in P.L. 221 (Table Y-3). The percent of students meeting NWEA growth targets improved over the previous year

in the areas of reading and language arts. However, only 29.8% of students met math targets. Scores would indicate an inconsistency between math achievement on ISTEP and students meeting their NWEA math target.

Constituent Survey

Parents (n=131), staff (n=20), and board (n=1*) responded to the Constituent Survey. More than 90% of the parents (92%) and staff (95%) reported that the overall quality of education was excellent/very good (Figure Z-1). Ninety-three percent of parents and 85% of staff rated the school as much better/somewhat better when comparing the

overall quality of education to that of other schools (Figure Z-2). A high rating of parents and staff (90%), said they were likely to recommend, continue, and increase support of their school (Figure Z-3).

*Base size was not large enough to report.

Financial Review

Financially, the school exceeded Ball State University Office of Charter School's expectations in the area of Financial Viability Results. It completed its third year in a financially healthy position. Revenue exceeded expenses, resulting in a positive net income position. Expenses appeared to be appropriate. The school completed the year with a positive cash balance and a solid balance sheet. East Chicago Urban Enterprise Academy is likely to maintain strong finances in the future. An independent audit was completed for the two years ending June 30, 2007. The audit identified no issues.

The school met Ball State University Office of Charter School's expectations in the area of financial obligations to Ball State University. Payments of all obligations were made within 30 days.

East Chicago Urban Enterprise Academy maintained and submitted an acceptable board-approved, five-year strategic plan during the school year.

School Improvement

The following are strategies and applications employed to improve student achievement based upon ISTEP data:

- Revised Core Knowledge Curriculum and Indiana standard alignment, accomplished by team leaders and teachers at each grade level
- Focused on the following areas for improvement:
 - Reading
 - Employed ongoing small-group instruction.
 - Implemented Scholastic Leveled Readers into the reading curriculum.
 - Utilized Direct Instruction for lower performing students.
 - Language Arts/Writing
 - Created scopes and sequences for grades 1-7.
 - Created a writing schedule for grades 1-7.
 - Conducted monthly and quarterly formal writing assessments.
 - Science
 - Conducted an annual Science Fair.
 - Provided Foss Science Kits for teachers as supplemental materials to improve science instruction.
 - Created scopes and sequences for grade K-7.

NWEA data were used to improve student achievement in the following ways:

- Sent team leaders and teachers to NWEA training workshops
- Provided all staff professional development on NWEA.
- Established school-wide incentives for students who pass NWEA.
- Set school-wide NWEA goals for students.
- Created “instructional ladders” for each RIT range.
- Used DesCartes framework to help guide instruction.

To address deficiencies that might affect AYP status for the 2008-2009 school year, ECUEA has taken the following actions:

- Implemented parent contact by a social worker after three consecutive days of absence.
- Ensured special education students’ participation in ISTEP+ testing.

To improve the perceptions of their school in response to the results of the constituent survey, ECUEA has taken the following actions:

- Mission Concerns:
 - Created and implemented a school pledge.
 - Posted the school pledge and school mission throughout the school.
 - Placed the mission statement on all outgoing communications to parents.
- Administration Concerns:
 - Developed a more active relationship through a Parents In Action Committee.
 - Ensured that the administrative team is more visible during arrival and dismissal to greet parents and students.
 - Adopted an open door policy regarding staff, student, and parent issues and concerns.
 - Invited students, parents, teachers, and the administrative team to monthly student recognition breakfasts.
 - Initiated an annual evaluation of the administrative team by teachers.
- Facilities Concerns:
 - Provided individual classrooms to all teachers, due to the expansion.
- Parent Involvement Concerns:
 - Implemented Parents Perfect Ten to promote parent involvement throughout the year.

Student Demographics

Figure X-1: Race/Ethnicity Percentages: 2007-2008

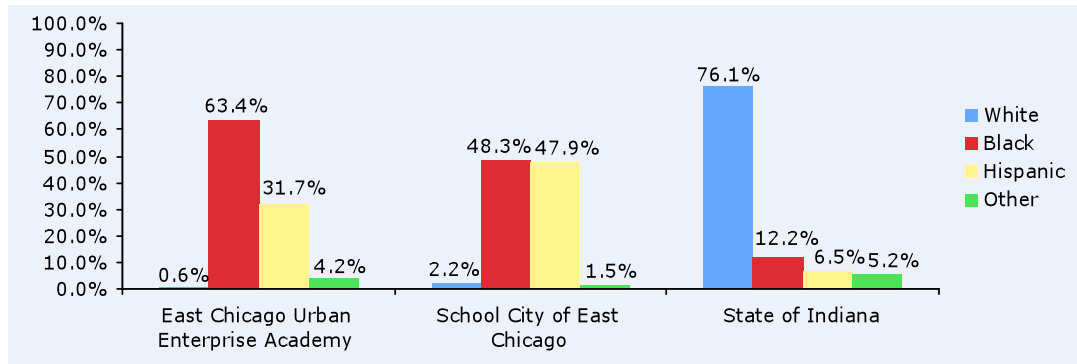


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch: 2007-2008

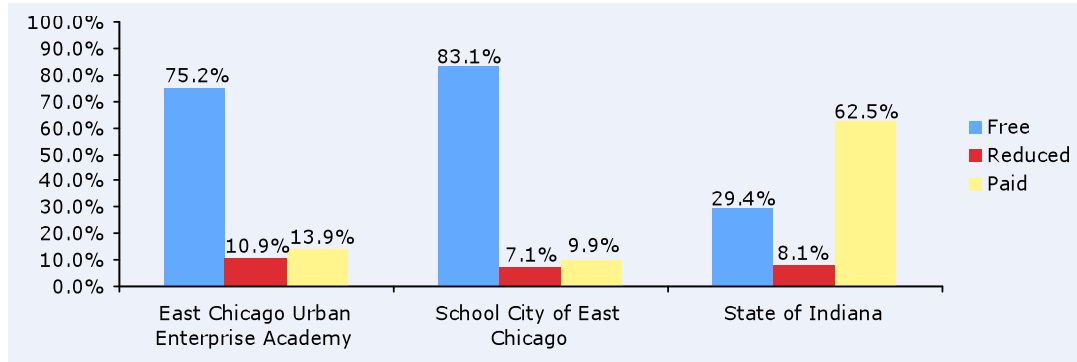
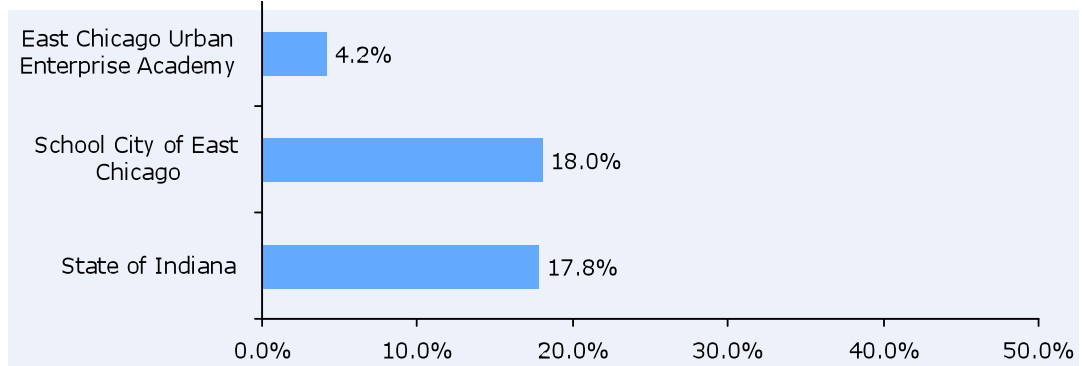


Figure X-3: Percentages of Students in Special Education: 2007-2008



Data Source: Indiana Department Of Education

Program Statistics

Table Y-1: Attendance Rates

Academic Year	East Chicago Urban Enterprise Academy	School City of East Chicago	Indiana
2007-08	95.3%	94.4%	96%

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		East Chicago Urban Enter.	Sch. City	Indiana	East Chicago Urban Enter.	Sch. City	Indiana	East Chicago Urban Enter.	Sch. City	Indiana
3	49	67%	66%	76%	82%	55%	71%	65%	47%	64%
4	47	66%	57%	75%	79%	62%	76%	60%	47%	67%
5	48	63%	61%	76%	71%	64%	78%	48%	50%	68%
6	48	52%	60%	73%	72%	71%	81%	46%	55%	68%

Table Y-3: PL 221

EXEMPLARY	
Performance: 67%	Improvement: 7.5%

Table Y-4: Adequate Yearly Progress

OVERALL DETERMINATION: YES			ATTENDANCE: YES	
	PERFORMANCE		PARTICIPATION	
	English	Math	English	Math
All Students	Yes	Yes	Yes	Yes
Black	Yes	Yes	Yes	Yes
Hispanic	Yes	Yes	Yes	Yes
Free/Reduced Lunch	Yes	Yes	Yes	Yes

Data Source: Indiana Department Of Education

Table Y-5: NWEA Percent Meeting Target Growth Rate

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
212	41.5%	213	40.8%	218	29.8%

Data Source: NWEA

Constituent Surveys

Figure Z-1: **How would you rate the overall quality of education?**

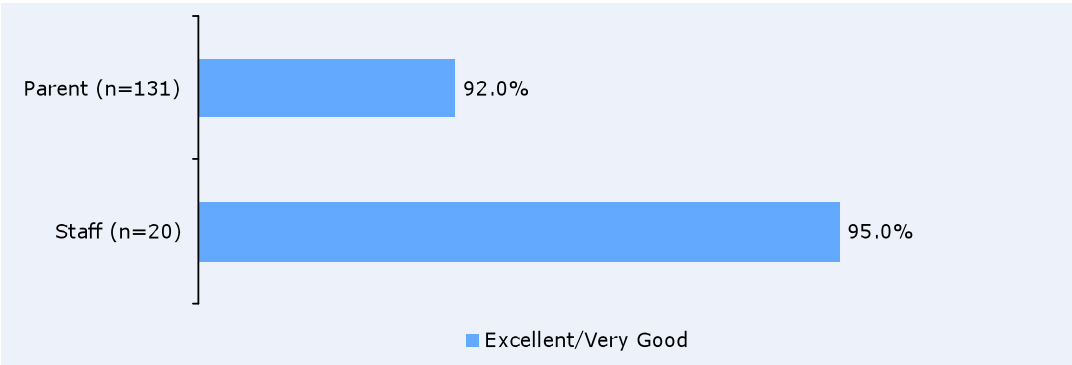


Figure Z-2: **How would you compare the overall quality of education to that of other schools?**

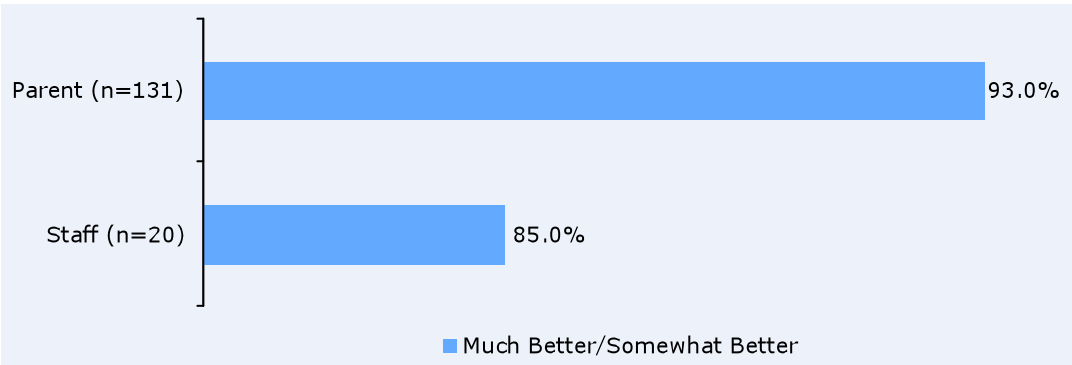
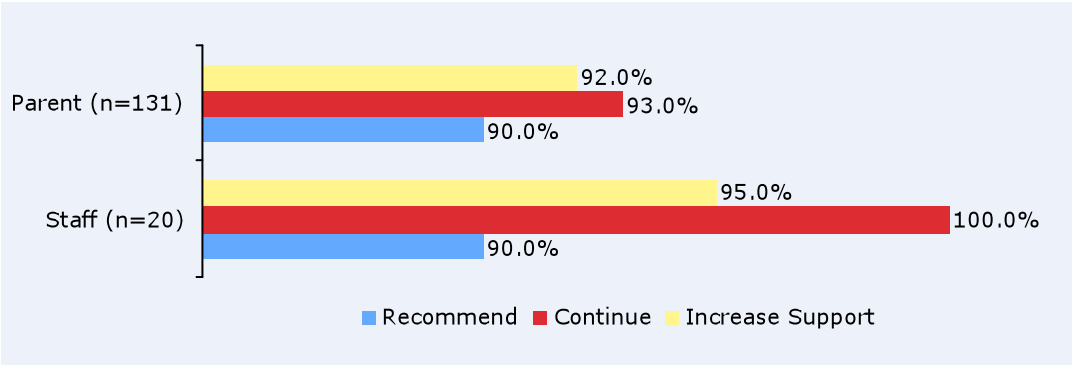


Figure Z-3: **How likely are you to...Recommend the School/Continue at the School/Increase Support to your School?**
*Totals Include Extremely and Very Likely Responses







GARY LIGHTHOUSE CHARTER SCHOOLS *of* BSU Charter Schools

“We prepare students for college with a rigorous arts-infused program.”



Gary Lower Academy

Grades: K - 4

1775 W. 41st Avenue

Gary, IN 46408

(219) 882-2407

Gary Upper Academy

Grades: 5 - 8

3201 Pierce Street

Gary, IN 46404

(219) 880-1762

www.lighthouse-academies.org

Grades Served	K-7
2007-2008 Enrollment	553
2006-2007 Enrollment	516
2005-2006 Enrollment	376
Enrollment at Capacity	560

Year Opened: 2005-2006

Final Year in Current Contract: 2011-2012

Mission

The purpose of Gary Lighthouse Charter School is to prepare students for college through a rigorous arts-infused curriculum. To accomplish this, students will be expected to master all appropriate standards and understand all sequenced content each year. Overall, Gary Lighthouse Charter School is committed to seeing every student succeed, and the school and instruction are designed to reflect that commitment.

Educational Program

Gary Lighthouse Charter School will offer students an arts-infused education program that includes disciplines such as painting, performance, and computer-assisted design. The scope and sequence of each grade level will reflect Indiana's Academic Standards and the Lighthouse Exit Standards as indicated in the Lighthouse Instructional Pacing Guides. Underlying this engaging pedagogy will be a solid base in key skills. A variety of programs that have been tested by careful research will be used to master a rich body of standards.

Demographic Summary

Gary Lighthouse Charter School serves a nearly all-black population similar to the local Gary Community Schools. Both Gary Lighthouse and the Gary Community Schools have a much higher percentage of economically disadvantaged students than the average in the state of Indiana. Gary Lighthouse does not serve a large special education population, with only 6% of its students receiving special education services.

Academic Progress

ISTEP+ percent passing rates at Gary Lighthouse are lower than those at the Gary Community Schools in all subtests and all grades except grade seven (Table Y-2). The highest percent passing is found in the seventh-grade math performance. Students are also well below the state average in all cases. Because of this weak performance,

AYP was not met. Gary Lighthouse did, however, achieve a 10.6% improvement in overall percent passing, which earned a category placement of Academic Progress. NWEA growth targets ranged from 53.8% - 68% with higher percentages in the areas of reading and math.

Constituent Survey

*The base size was not enough from parents, staff, and board members to report. It was an insufficient survey from the school.

Financial Review

Financially, the school exceeded Ball State University Office of Charter School's expectations in the area of Financial Viability Results. It completed its third year in a financially healthy position. Revenue exceeded expenses. Expenses appeared to be appropriate. The school completed the year with a positive cash balance and a solid balance sheet. Gary Lighthouse Charter School is likely to maintain strong finances in the future. An independent agreed-upon procedures review was completed in November, 2007. The review identified no issues.

The school met Ball State University Office of Charter School's expectations in the area of financial obligations to Ball State University. Payments of all obligations were made within 30 days.

Gary Lighthouse Charter School maintained and submitted an acceptable board-approved, five-year strategic plan during the school year.

School Improvement

To improve student ISTEP+ performance, Gary Lighthouse Charter School has taken the following steps:

- Analyzed ISTEP format.
- Used NWEA data to predict ISTEP success.
- Identified gaps in skill development through NWEA data.
- Administered weekly benchmark assessment accessed through the IDOE Web site.
- Addressed areas of weakness in math problem solving, writing, and comprehension of informational text.
- Prepared for ISTEP through summer school and Jumpstart programs.
- Centered professional development on ISTEP and NWEA alignment.

NWEA data were used to improve student achievement in the following ways:

- Aligned NWEA subsets with ISTEP.
- Established benchmark goals.
- Analyzed and predicted performance for 2007 ISTEP using NWEA Dynamic Reporting Suite.
- Planned for development of curriculum ladders intended to intensify the differentiation.
- Created data ladders for each classroom and for each NWEA subset to form instructional groups.
- Identified students to receive additional help from Title-I math and reading specialists.
- Shared student-set quarterly academic goals at parent-teacher conferences.

To improve student achievement the school implemented the following ongoing processes:

- Improved and further developed the curriculum.
- Provided professional development for faculty, focused on intervention strategies.
- Developed a system for classroom/student assessment revisions (quarterly, semester, trimester, annual).
- Developed Individual Educational Plans (IEP's).

To address deficiencies that might affect AYP status for 2008-2009, Gary Lighthouse Charter School has taken the following actions:

- Implemented an attendance incentive program.
- Monitored attendance.
- Held incentive days (spirit weeks, special activities) during typical low-attendance periods.
- Attained a 95% attendance rate.

To improve the perceptions of their school in response to the results of the constituent survey, Gary Lighthouse Charter School has taken the following actions:

- Revised the handbook of expectations to more clearly communicate standards to parents.
- Instituted monthly parent meetings and workshops to assist parents in helping their students academically.
- Conducted frequent formal/informal surveys to keep abreast of the needs of parents.
- Hosted parent orientation meetings to introduce the new principal and staff.
- Formed a local parent board at the school level.
- Surveyed parents quarterly.
- Hosted parent focus group dinners to solicit parent feedback and encourage networking.
- Involved staff members to explain procedures and expectations of the school to parents.

Student Demographics

Figure X-1: Race/Ethnicity Percentages: 2007-2008

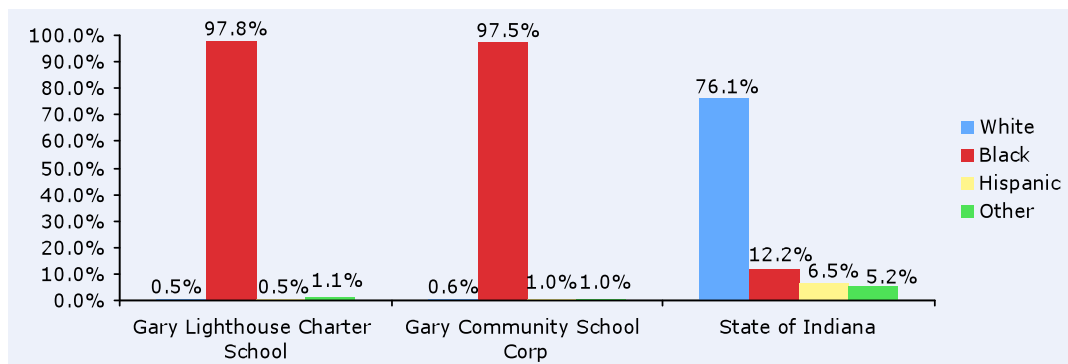


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch: 2007-2008

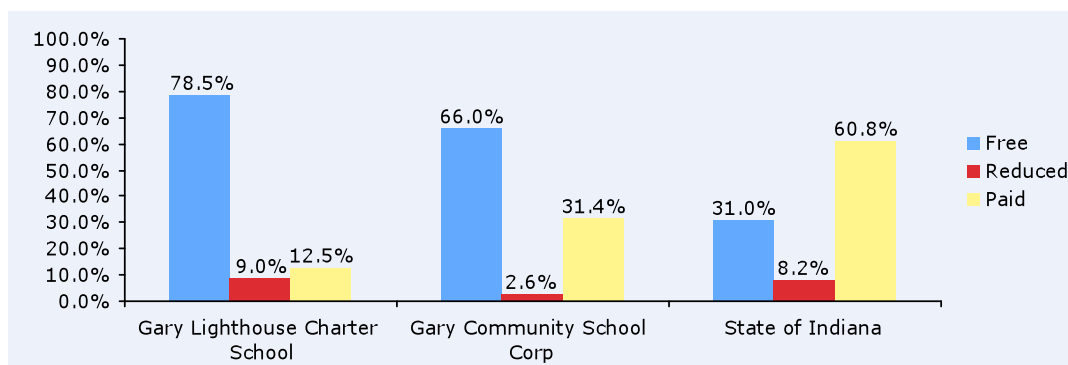
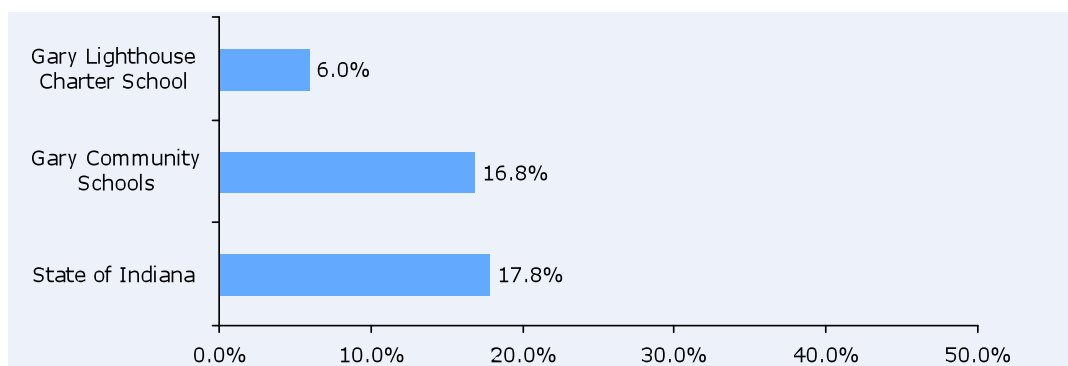


Figure X-3: Percentages of Students in Special Education: 2007-2008



Data Source: Indiana Department Of Education

Program Statistics

Table Y-1: Attendance Rates

Academic Year	Gary Lighthouse Charter School	Gary Community Schools	Indiana
2007-08	95.2%	96.1%	96%

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		Gary Lighthouse	Gary	Indiana	Gary Lighthouse	Gary	Indiana	Gary Lighthouse	Gary	Indiana
3	101	39%	65%	76%	23%	62%	71%	18%	51%	64%
4	49	41%	60%	75%	37%	60%	76%	31%	50%	67%
5	70	50%	60%	76%	53%	64%	78%	40%	52%	68%
6	49	29%	52%	73%	43%	66%	81%	27%	46%	68%
7	49	47%	40%	71%	59%	46%	80%	39%	31%	66%

Table Y-3: PL 221

ACADEMIC PROGRESS	
Performance: 44%	Improvement: 10.6%

Table Y-4: Adequate Yearly Progress

OVERALL DETERMINATION: NO			ATTENDANCE: NO	
	PERFORMANCE		PARTICIPATION	
	English	Math	English	Math
All Students	No	No	Yes	Yes
Black	No	No	Yes	Yes
Free/Reduced Lunch	No	No	Yes	Yes

Data Source: Indiana Department Of Education

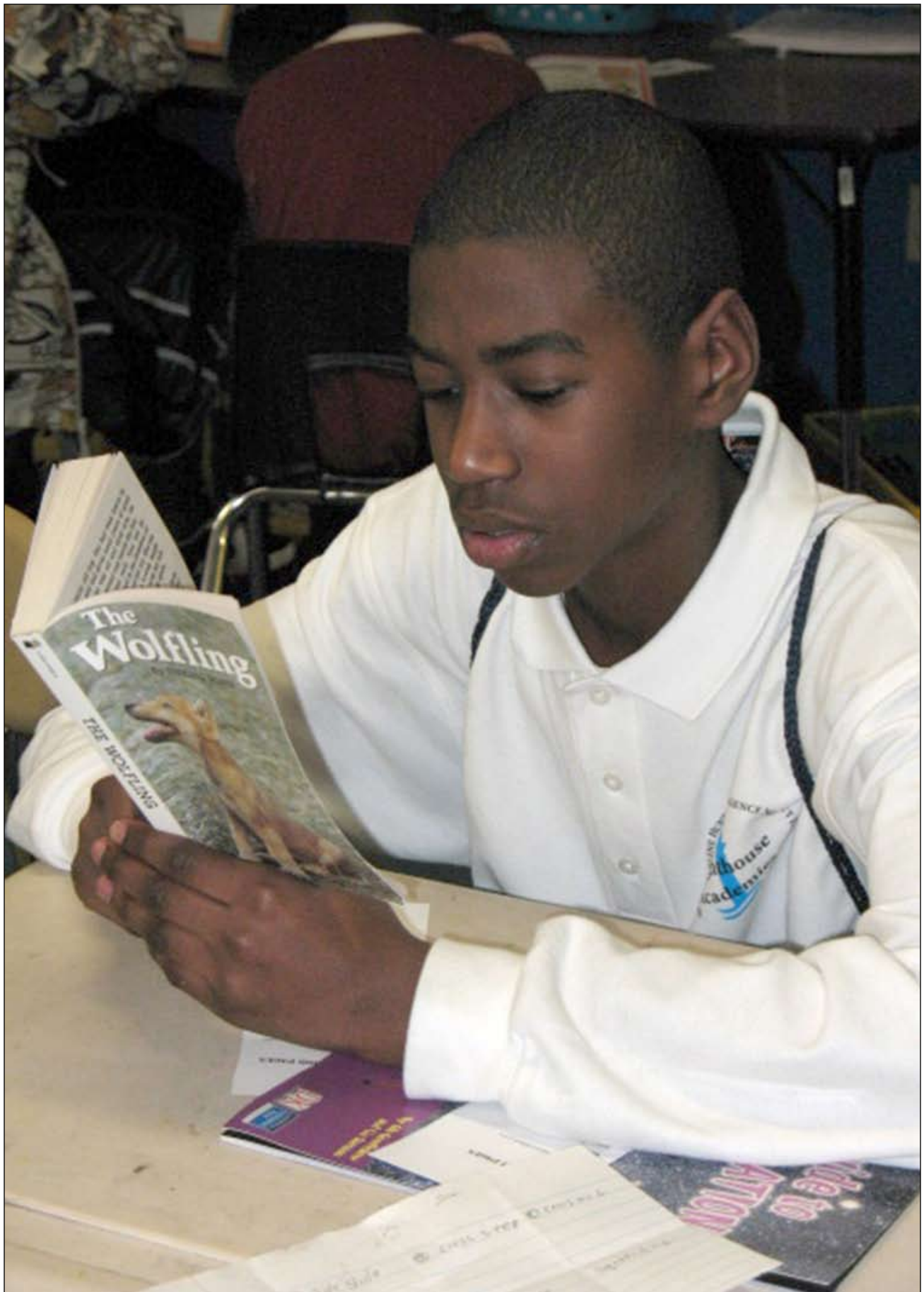
Table Y-5: NWEA Percent Meeting Target Growth Rate

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
480	65.2%	364	53.8%	481	68%

Data Source: NWEA

Constituent Surveys

The base size was not enough from parents, staff and board members to report.
It was an insufficient survey from the school.





KIPP LEAD COLLEGE PREPARATORY ACADEMY *of* BSU Charter Schools

“There are no shortcuts.”



6060 Miller Street
Gary, IN 46407
(219) 979-2611

www.kipplead.org
www.kipp.org

Grades Served	5-6
2007-2008 Enrollment	148
2006-2007 Enrollment	80
Enrollment at capacity	160

Year Opened: 2006-2007
Final Year in Current Contract: 2012-2013

Mission

The mission of KIPP LEAD College Preparatory School (Student Leaders with Empathy, Achievement and Dedication) is to empower students with the character, knowledge, and leadership skills necessary to succeed in college, strengthen the community, and help change the world. The key components of the school's program can be summed up in the school's motto: "There are no shortcuts," words that apply to administration, faculty, students, and parents alike. KIPP LEAD College Prep will achieve success through a culture of high expectations, excellent teaching, and more time in school.

Educational Program

KIPP LEAD students will attend school until 5:00 p.m. on weekdays, alternating Saturdays, and three weeks in the summer. The children will receive 60% more instructional time than counterparts in typical public schools. Instructional time will be devoted to the core subject areas and to ensuring that students are performing at or above grade level. For example, students at KIPP LEAD will receive more than three hours of literacy instruction every day. The time that students spend in school during traditional "after-school" hours will focus on academics and personal development.

Demographic Summary

KIPP LEAD College Preparatory Academy began operation in Gary in the fall of 2006. In its first year, it served only fifth-graders, but has expanded to include grades five-seven. Ninety-eight percent of students at KIPP LEAD are black, similar to the Gary Community Schools, and different from the 12.2% black student population that is the average in the state. Seventy-nine percent of KIPP LEAD students received free or reduced cost lunches in 2007-2008, a higher percentage than in the Gary schools (68.6%), and much higher than the average in the state (39.2%). This minority population is also financially disadvantaged. KIPP LEAD serves a much lower percentage of students in need of special education services than the local schools or the statewide average.

Academic Progress

Sixth-graders at KIPP Lead Preparatory Academy outperformed fifth-graders on ISTEP+ (Table Y-2). Sixth-graders were also closer to the performance of students in Gary Community Schools. This may be a result of having two years experience in KIPP Lead, while fifth-graders have just entered this learning environment. The highest percent passing was for sixth-grade math. While not meeting AYP overall, students at KIPP Lead did meet their performance expectation in math. This would

indicate that a focus on language arts might be needed. KIPP Lead received a category placement of Exemplary Progress due to a 9.3% improvement on ISTEP+. Of the students completing the NWEA MAP assessment both fall and spring, the percent of students who met the growth targets ranged from 31.7% - 39.7%. This percent is down from a year ago, when about half met the targets in language arts and math. Reading continues to be the area with the lowest percentage.

Constituent Survey

Too few staff members (n=4*) responded to the Constituent Survey to give an indication of the opinion of all the staff about the school's functioning. Parents (n=65) and board (n=6) responded to the Constituent Survey. Parents (95%) and board (100%) reported that the overall quality of education was excellent/very good (Figure Z-1). When comparing the overall quality of education to that of other schools, 97% of parents and 100% of the board rated the school as much better/

somewhat better (Figure Z-2). One-hundred percent of the board responded that they were likely to recommend, continue, and increase support of the school. Ninety-four percent of parents would recommend the school, 92% would continue support, and 94% would increase support to their school (Figure Z-3).

*Base size was not large enough to report.

Financial Review

Financially, the school exceeded Ball State University Office of Charter School's expectations in the area of Financial Viability Results. It completed its second year in a financially acceptable position. Per the plan, expenses exceeded revenues. Expenses appeared to be appropriate. The school completed the year with a positive cash balance. It is anticipated the school will maintain strong finances in the future. State Board of Account auditors completed an audit for the year ending June 30, 2007. The audit identified six issues. All issues

were addressed by KIPP LEAD Preparatory School.

The school approached Ball State University Office of Charter School's expectations in the area of financial obligations to Ball State University. Payment of obligations exceeded 30 days at times.

KIPP LEAD Preparatory School maintained and submitted an acceptable board-approved, five-year strategic plan during the school year.



School Improvement

To improve student ISTEP+ performance, KIPP LEAD has taken the following steps:

- Prioritized areas of the curriculum that needed to be redesigned using NWEA.
- Attended training sessions for faculty at the KIPP School Summit to improve the effectiveness of our Readers/Writers workshop program.
- Identified struggling students using “My Reading Coach” as part of the after-school program.
- Redesigned the nine-week, curriculum-based measurements in ELA.

NWEA data were used to improve student achievement in the following ways:

- Identified students for after-school tutoring.

To address deficiencies that might affect AYP status for 2008-2009, KIPP LEAD College Preparatory Academy has taken the following actions:

- Invited students for after-school tutoring.
- Offered daily homework help.
- Participated in optional weekend tutoring.
- Provided reading support through Title 1 and “My Reading Coach” seminars.

To improve the perceptions of the school in response to the results of the constituent survey, KIPP LEAD has taken the following actions:

- Relocated KIPP LEAD College Prep to a new facility that has additional classrooms and has significantly reduced the average class-size.

Student Demographics

Figure X-1: Race/Ethnicity Percentages: 2007-2008

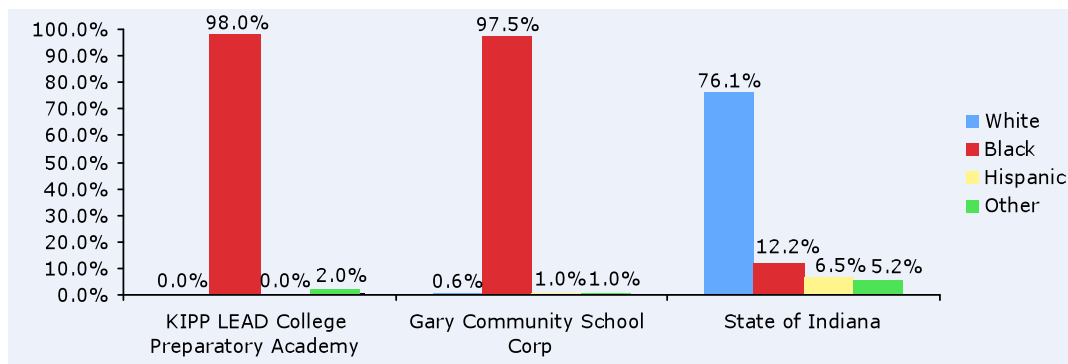


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch: 2007-2008

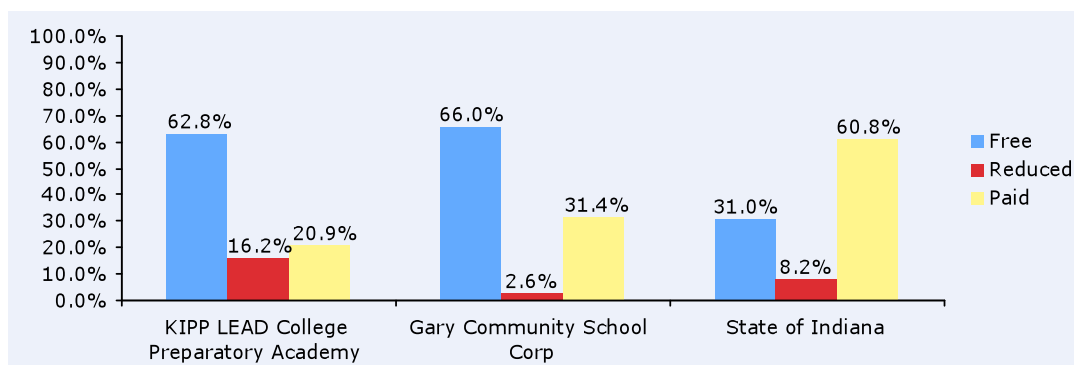
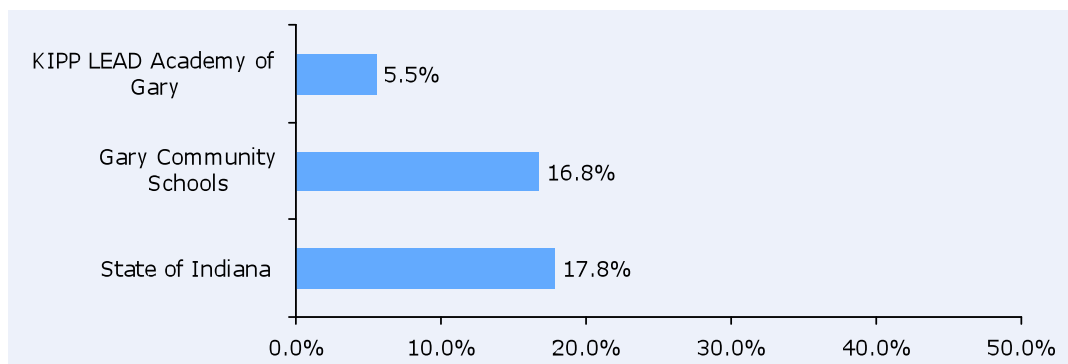


Figure X-3: Percentages of Students in Special Education: 2007-2008



Data Source: Indiana Department Of Education

Program Statistics

Table Y-1: Attendance Rates

Academic Year	Kipp Lead College Preparatory Academy	Gary Community Schools	Indiana
2007-08	96.9%	96.1%	96%

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		Kipp Lead	Gary	Indiana	Kipp Lead	Gary	Indiana	Kipp Lead	Gary	Indiana
5	73	36%	60%	76%	30%	64%	78%	23%	52%	68%
6	80	41%	52%	73%	60%	66%	81%	33%	46%	68%

Table Y-3: PL 221

EXEMPLARY	
Performance: 54.6%	Improvement: 9.3%

Table Y-4: Adequate Yearly Progress

OVERALL DETERMINATION: NO			ATTENDANCE: YES	
	PERFORMANCE		PARTICIPATION	
	English	Math	English	Math
All Students	No	Yes	Yes	Yes
Black	No	Yes	Yes	Yes
Free/Reduced Lunch	No	Yes	Yes	Yes

Data Source: Indiana Department Of Education

Table Y-5: NWEA Percent Meeting Target Growth Rate

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
126	31.7%	126	39.7%	134	36.6%

Data Source: NWEA

Constituent Surveys

Figure Z-1: How would you rate the overall quality of education?

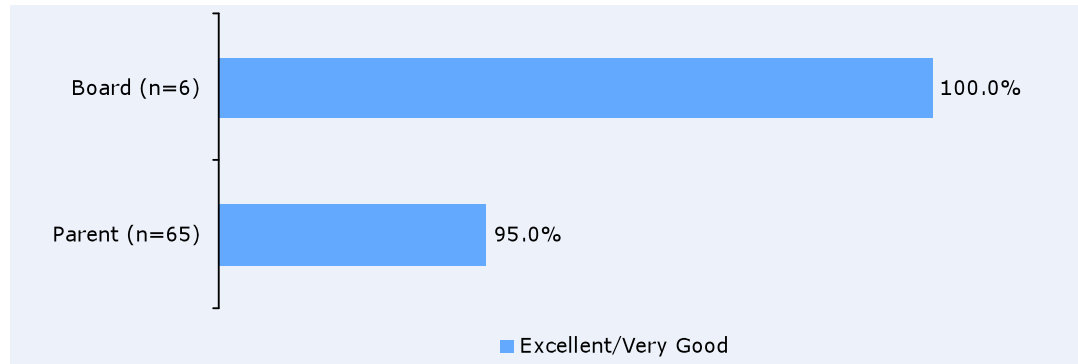


Figure Z-2: How would you compare the overall quality of education to that of other schools?

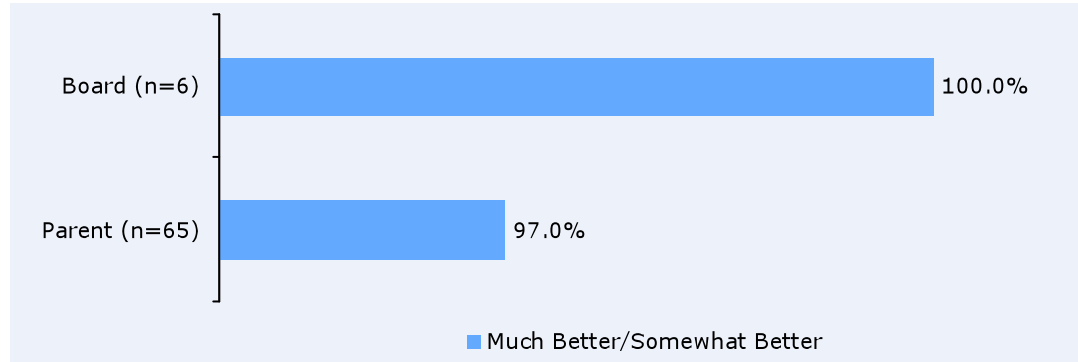
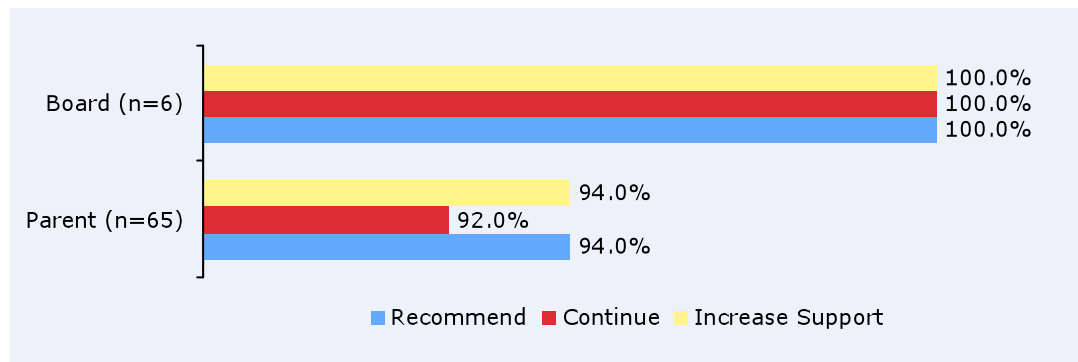


Figure Z-3: How likely are you to...Recommend the School/Continue at the School/Increase Support to your School?

*Totals Include Extremely and Very Likely Responses





RENAISSANCE ACADEMY *of* BSU Charter Schools

“Belong - Believe - Achieve”



4093 West U.S. 20
LaPorte, IN 46350
(219) 878-8711

www.imsaindy.org

Grades ServedK-8
2007-2008 Enrollment95
Enrollment at capacity96

Year Opened: 2007-2008
Final Year in Current Contract: 2011-2012

Mission

Renaissance Academy Charter School will help every child enrolled reach his or her greatest potential with confidence and joy. Kindergarten to eighth-grade students will realize this mission in a small school that provides a supportive community atmosphere. A rigorous academic program based in the Montessori philosophy of education and supported by student exposure to a variety of enrichment classes and extracurricular experiences is offered.

Educational Program

Renaissance Academy Charter School incorporates hands-on, abstract, traditional, and cutting-edge techniques to help each child master the curriculum and prepare for the next step in life. Renaissance Academy Charter School offers families of the area a school with an academically focused Montessori philosophy of education.

Demographic Summary

The unique location of Renaissance Academy Charter School in LaPorte, but geographically within the Michigan City Area Schools district, impacts the school's demographics. Renaissance Academy Charter School has a 77.9% white student population, a higher percentage than the Michigan City Area Schools district (55%) and lower than the nearby LaPorte School Corporation (84%). Few of Renaissance Academy Charter School students (9.5%) applied for free or reduced cost lunches as compared to LaPorte (38.6%) and Michigan City (66%). Of the students receiving free and reduced cost lunches, 11% are black and 78% are white. The school has a lower percentage of students in need of special education services (7.6%) than neighboring schools and the state average.

Academic Progress

Because ISTEP+ was administered shortly after opening the school, the percent of passing may not accurately reflect the success of the school. There were only two grade levels, grades three and six, with a group large enough to obtain a percentage. Sixth-graders had much higher scores than third-graders (Table Y-2). Since

Renaissance Academy has been open only one year, no P.L.221 category placement or AYP determination was made. A slightly higher percentage was obtained in reading and language arts (52.5%) than in math (46.8%) in the NWEA MAP assessment.

Constituent Survey

Parents (n=84), staff (n=7), and board (n=7) responded to the Constituent Survey. One-hundred percent of the staff and board and 83% of parents rated the overall quality of education at the school as excellent/very good (Figure Z-1). When comparing the overall quality of education to that of other schools, 100% of the board, 93% of the

parents, and 86% of the staff rated the school much better/somewhat better (Figure Z-2). More than 80% of the board, parents, and staff would recommend, continue, and increase support of the school (Figure Z-3).

Financial Review

Financially, the school met Ball State University Office of Charter School's expectations in the area of Financial Viability Results. It completed its first year in a financially acceptable position. Expenses exceeded budgeted expenses. However, revenues were greater than budgeted revenues. Expenses appeared to be appropriate. The school completed the year with a positive cash balance.

The school met Ball State University Office of Charter School's expectations in the area of financial obligations to Ball State University. Payments of all obligations were made within 30 days.

School Improvement

To improve student ISTEP+ performance, Renaissance Academy has taken the following steps:

- Developed curriculum.
- Focused professional development on intervention strategies.
- Added student test prep time to the beginning of the school year.

NWEA data were used to improve student achievement in the following way:

- Trained teachers to use student data to improve individual learning.

To address deficiencies that might affect AYP status for 2008-2009, Renaissance Academy has taken the following actions:

- Tightened attendance policies.
- Added an after-school tutoring program.

To improve the perceptions of the school in response to the results of the constituent survey, Renaissance Academy has taken the following actions:

- Restructured the R Parents Association to increase parent involvement and communication.
- Increased the number of family social events.



Student Demographics

Figure X-1: Race/Ethnicity Percentages: 2007-2008

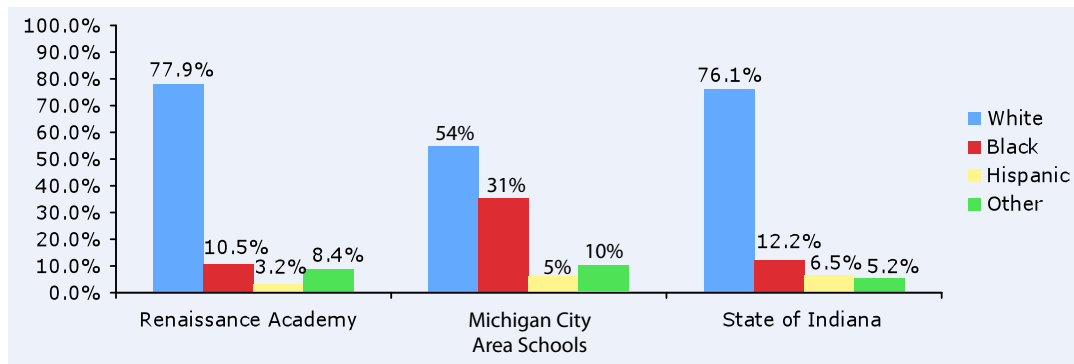


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch: 2007-2008

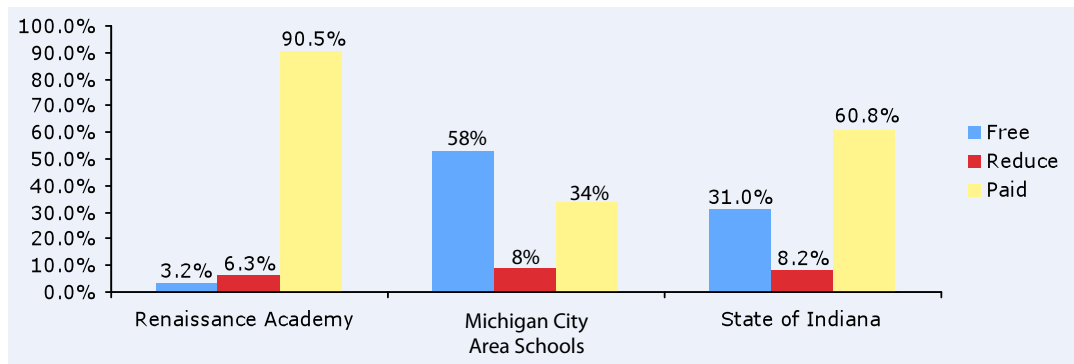
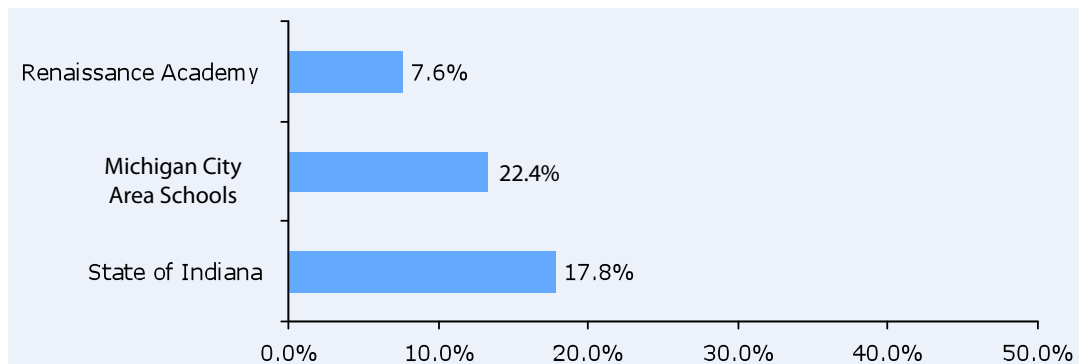


Figure X-3: Percentages of Students in Special Education: 2007-2008



Data Source: Indiana Department Of Education

Program Statistics

Table Y-1: Attendance Rates

Academic Year	Renaissance Academy	Michigan City Area Schools	Indiana
2007-08	96.4%	95%	96%

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		Renaissance Academy	MCAS	Indiana	Renaissance Academy	MCAS	Indiana	Renaissance Academy	MCAS	Indiana
3	18	44%	64%	76%	28%	58%	71%	17%	49%	64%
4	8	***	63%	75%	***	67%	76%	***	55%	67%
5	7	***	64%	76%	***	70%	78%	***	55%	68%
6	13	69%	59%	73%	41%	72%	81%	60%	54%	68%
7	5	***	60%	71%	***	73%	80%	***	55%	66%
8	7	***	56%	70%	***	66%	75%	***	49%	64%

***Percentages are not calculated for grades in which less than 10 students were tested.

Table Y-3: NWEA Percent Meeting Target Growth Rate

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
59	52.5%	61	52.5%	62	46.8%

Data Source: NWEA

Schools in their first year of operation do not receive an AYP determination or a PL221 Category Placement

Constituent Surveys

Figure Z-1: How would you rate the overall quality of education?

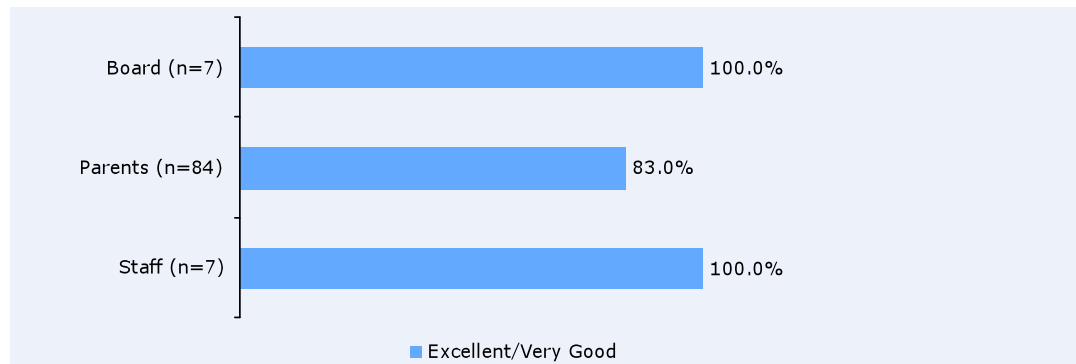


Figure Z-2: How would you compare the overall quality of education to that of other schools?

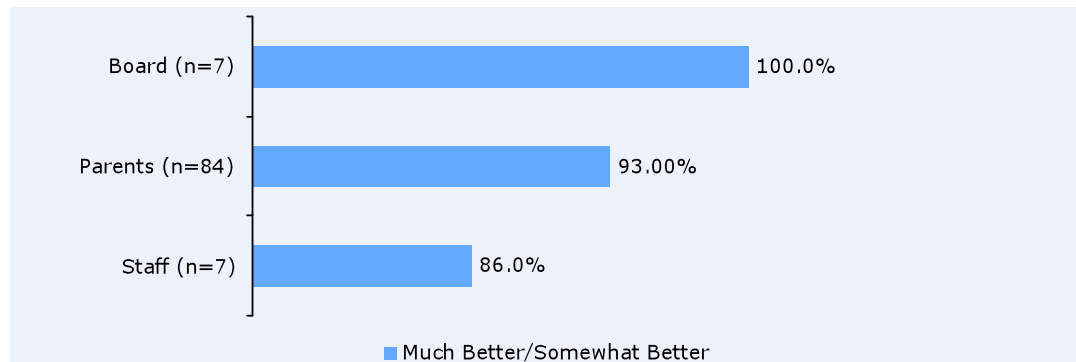
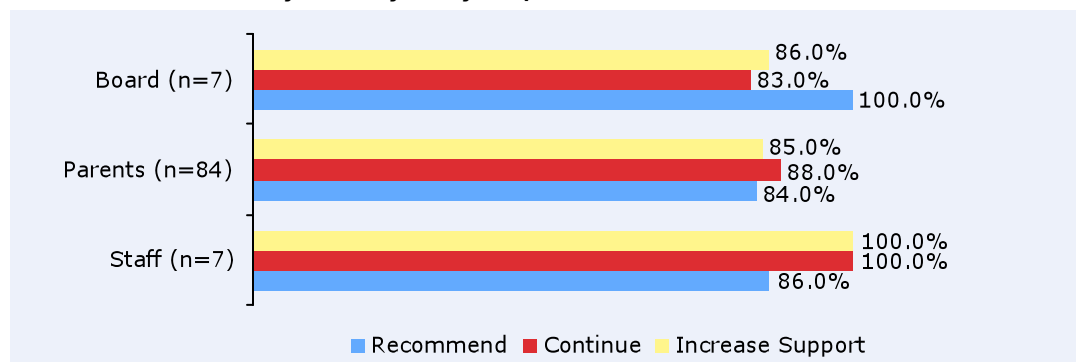


Figure Z-3: How likely are you to...Recommend the School/Continue at the School/Increase Support to your School?
*Totals Include Extremely and Very Likely Responses







THEA BOWMAN LEADERSHIP ACADEMY *of* BSU Charter Schools

“One who learns, leads.”



975 W. 6th Avenue
Gary, IN 46402
(219) 883-4826

www.tblacademy.org

Grades Served	K-10
2007-2008 Enrollment	649
2006-2007 Enrollment	572
2005-2006 Enrollment	494
2004-2005 Enrollment	441
2003-2004 Enrollment	387
Enrollment at Capacity	691

Year Opened: 2003-2004

Final Year in Current Contract: 2009-2010

Thea Bowman
Leadership Academy

Mission

Thea Bowman Leadership Academy strives to provide Gary's parents and children a high-quality public school academic option. The school is based on a rigorous curriculum that will allow children to succeed in high school and postsecondary education. Thea Bowman Leadership Academy's mission is to create a pre-high school college preparatory program that combines academic achievement with leadership skills and opportunities.

Educational Program

Thea Bowman utilizes the Core Knowledge curriculum as the instructional foundation based on Indiana Standards. SRA Open Court Reading is used to teach reading and writing simultaneously, and Saxon Math is the core mathematics curriculum. Students also are taught character education, multicultural information and appreciation, civic leadership, and economic justice through business, entrepreneurial leadership, and professional leadership.

Demographic Summary

Thea Bowman Leadership Academy serves a nearly all-Black student population that is similar demographically and economically to the average schools in the Gary area, with much higher percentages of minority and economically disadvantaged students than the statewide average (Figures X-1 & X-2). Thea Bowman has a lower percentage of students in need of special education services than the local community or the state as a whole (Figure X-3).

Academic Progress

ISTEP+ performance at Thea Bowman Leadership Academy is notably higher than the average of the Gary Community Schools, with the exception of grade five, on overall percent passing and in math (Table Y-2). Adequate Yearly Progress was met and overall improvement of 8.1% was sufficient

to earn an Exemplary Progress P.L.221 status. Of students completing NWEA MAP assessment in fall and spring, less than half met the growth targets in reading (44.9%) and language arts (48.1%)(Table Y-5). Only 27.5% met the target growth rate in math.

Constituent Survey

Parents (n=132), staff (n=60), and board (n=1*) responded to the Constituent Survey. Eighty percent of parents and 69% of staff rated the overall quality of education in the school as excellent/very good (Figure Z-1). Comparing the overall quality of education to that of other schools, the parents and staff rated Thea Bowman Leadership

Academy at 91% and 90%, respectively (Figure Z-2). More than 85% of parents and staff were likely to recommend, continue, and increase support of the school (Figure Z-3).

*Base size was not large enough to report.

Financial Review

Financially, the school exceeded Ball State University Office of Charter School's expectations in the area of Financial Viability Results. It completed its fifth year in a financially healthy position. Expenses exceeded revenues, as was budgeted. Expenses appeared to be appropriate. The school completed the year with a positive cash balance, a solid balance sheet and positive net equity. Thea Bowman is likely to maintain strong finances in the future. An independent audit was completed for the two years ending June 30, 2007. The audit identified no significant issues.

The school met Ball State University Office of Charter School's expectations in the area of financial obligations to Ball State University. Payments of all obligations were made within 30 days.

Thea Bowman maintained and submitted an acceptable board-approved, five-year strategic plan during the school year.

School Improvement

To improve student ISTEP+ performance, Thea Bowman Leadership Academy has taken the following steps:

- Enforced and monitored the number of books being read for the required reading program.
- Continued small-group classroom instruction with highly qualified instructional assistants in language arts and math.
- Aligned curriculum to state standards.
- Offered professional development for continued improvement.

NWEA data were used to improve student achievement in the following ways:

- Aligned curriculum using DesCartes continuum of learning.
- Focused professional development on intervention strategies.
- Revised quarterly classroom/student assessments.

To address deficiencies that might affect AYP status for the 2008-2009 school year, Thea Bowman Leadership Academy has taken the following actions:

- Targeted struggling students for extra support.
- Enforced and monitored the school attendance policy.

To improve the perceptions of their school in response to the results of the constituent survey, Thea Bowman Leadership Academy has taken the following actions:

- Supported an active parent/teacher/community organization.
- Hosted Family Fun Nights.
- Conducted a Writers' Fair.
- Established a school-wide science fair.
- Presented Family/Community Book Fair Night.



Student Demographics

Figure X-1: Race/Ethnicity Percentages: 2007-2008

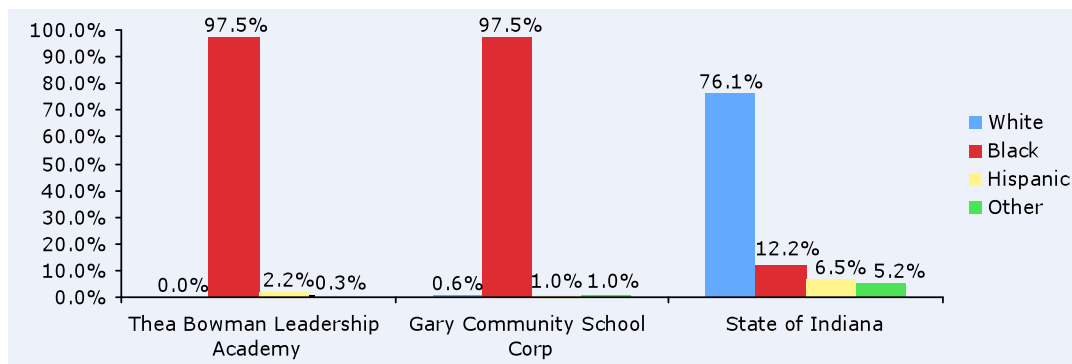


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch: 2007-2008

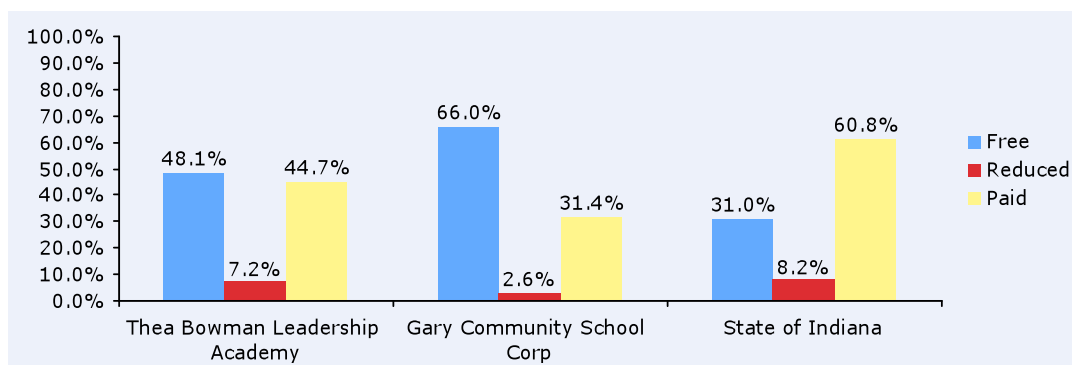
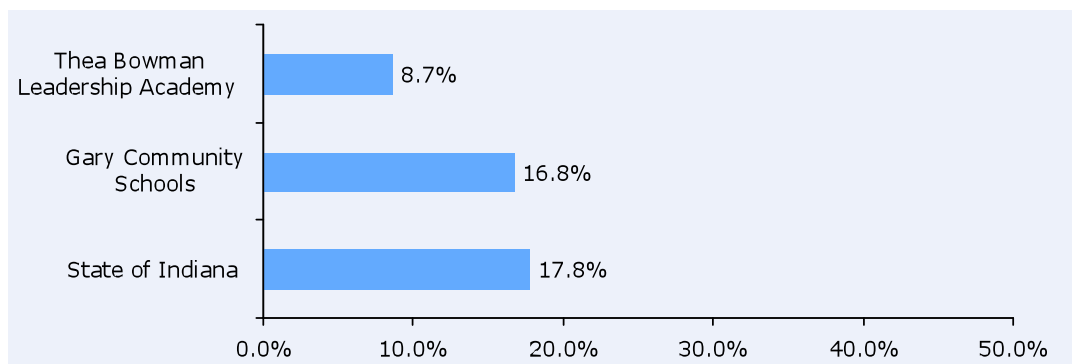


Figure X-3: Percentages of Students in Special Education: 2007-2008



Data Source: Indiana Department Of Education

Program Statistics

Table Y-1: Attendance Rates

Academic Year	Thea Bowman Leadership Academy	Gary Community Schools	Indiana
2007-08	98%	96.1%	96%

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		Thea Bowman	Gary	Indiana	Thea Bowman	Gary	Indiana	Thea Bowman	Gary	Indiana
3	50	66%	65%	76%	88%	62%	71%	64%	51%	64%
4	79	68%	60%	75%	63%	60%	76%	61%	50%	67%
5	51	65%	60%	76%	51%	64%	78%	45%	52%	68%
6	52	67%	52%	73%	71%	66%	81%	65%	46%	68%
7	58	66%	40%	71%	62%	46%	80%	59%	31%	66%
8	54	70%	37%	70%	61%	31%	75%	61%	22%	64%
9	73	68%	28%	67%	59%	25%	70%	53%	17%	60%

Table Y-3: PL 221

EXEMPLARY	
Performance: 68.5%	Improvement: 8.1%

Table Y-4: Annual Yearly Progress

OVERALL DETERMINATION: YES			ATTENDANCE: YES	
	PERFORMANCE		PARTICIPATION	
	English	Math	English	Math
All Students	Yes	Yes	Yes	Yes
Black	Yes	Yes	Yes	Yes
Free/Reduced Lunch	Yes	Yes	Yes	Yes
Special Ed	Yes	Yes	Yes	Yes

Data Source: Indiana Department Of Education

Table Y-5: NWEA Percent Meeting Target Growth Rate

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
515	44.9%	513	48.1%	517	27.5%

Data Source: NWEA

Constituent Surveys

Figure Z-1: How would you rate the overall quality of education?

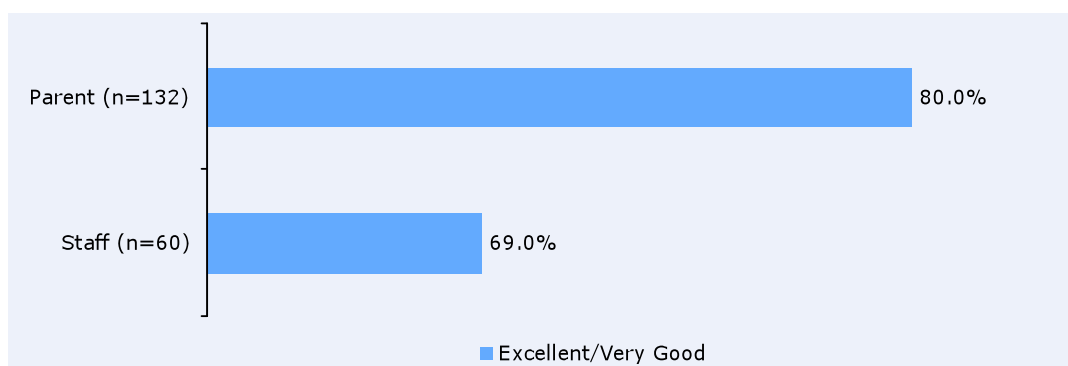


Figure Z-2: How would you compare the overall quality of education to that of other schools?

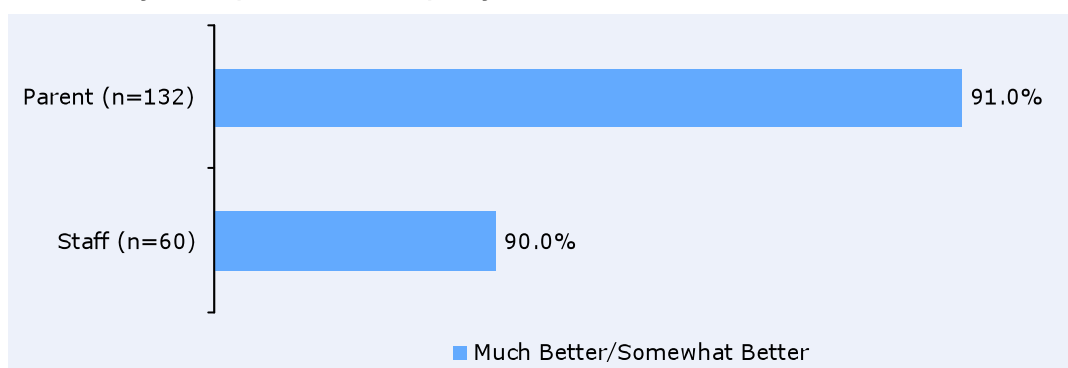
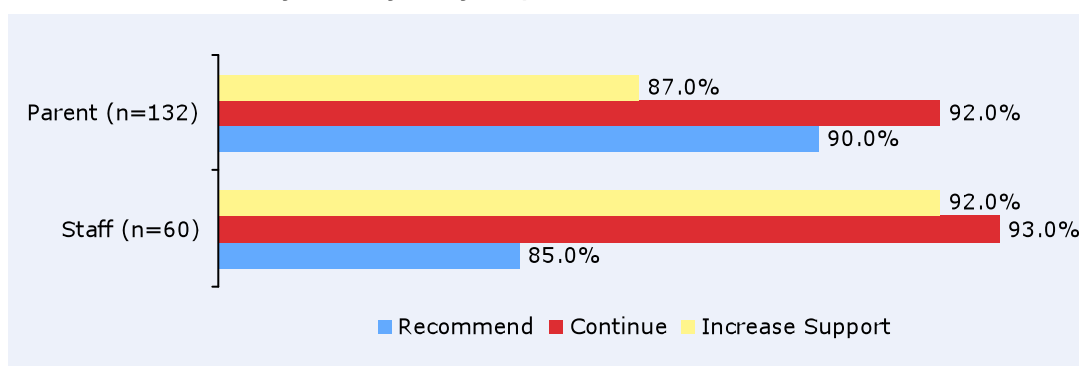


Figure Z-3: How likely are you to...Recommend the School/Continue at the School/Increase Support to your School?

*Totals Include Extremely and Very Likely Responses





VERITAS ACADEMY *of* BSU Charter Schools

“A Classical Education for Today’s Child”



530 East Ireland Road
South Bend, IN 46617
(574) 287-3220

www.veritas-academy.net

Grades Served	K-8
2007-2008 Enrollment	167
2006-2007 Enrollment	182
2005-2006 Enrollment	143
2004-2005 Enrollment	120
2003-2004 Enrollment	84
2002-2003 Enrollment	63
Enrollment at Capacity	180

Year Opened: 2002-2003

Final Year in Current Contract: 2008-2009

Veritas Academy

Mission

The mission of Veritas Academy is to provide students with a strong academic curriculum and cultural opportunities in a supportive, innovative and challenging environment that fosters academic success and good citizenship. This mission is achieved through a rigorous curriculum, small class sizes, second language instruction, creativity in the arts, community and parent interaction, and character development. Veritas Academy will empower students with a strong sense of self-worth and nurture them to become responsible, productive citizens and lifelong learners.

Educational Program

The curriculum chosen initially to support academic excellence at Veritas was Core Knowledge. The curriculum currently being used is an expanded and strengthened version of Core Knowledge, fully aligned with the Indiana Academic Standards. The rich and thoughtful content creates an active and engaged learning environment that integrates learning across disciplines.

Demographic Summary

Veritas Academy is enriched by a diverse student population. The ethnic, special needs, and socio-economic population of Veritas Academy was: 45.5% white, 39.5% black, 2.4% Hispanic, and 12.6% multiracial. Percentage of students at Veritas Academy qualifying for free and reduced lunch was 49.1%. Fifteen percent of students were enrolled in special education.

Academic Progress

ISTEP+ performance of the students at Veritas Academy varied across grade levels. Notable results were found in fifth grade, where students performed better in English/LA and math than students of the neighboring school district. Seventh-grade students' math scores also surpassed the students of South Bend Community Schools. Veritas Academy did not meet AYP last year, due to performance

of the black student subgroup. A status of Academic Progress was earned based on improvement (3.8%) in overall percent passing. More than one-half of the students who completed the NWEA MAP assessment in fall and spring met the growth targets in all areas (Table Y-5).

Constituent Survey

Parents (n=41), staff (n=10), and board (n=3*) responded to the Constituent Survey. Eighty-five percent of the parents and 90% of the staff reported that the overall quality of education was excellent/very good (Figure Z-1). When comparing the overall quality of education to that of other schools, 92% of parents and 100% of staff rated the school as much better/somewhat better (Figure Z-2).

More than 85% of parents and staff were likely to recommend, continue, and increase support of their school (Figure Z-3).

*Base size was not large enough to report.

Financial Review

Financially, the school met Ball State University Office of Charter School's expectations in the area of Financial Viability Results. During the school year Veritas experienced a shortage of cash and the accounts payables exceeded 60 days. This was corrected by January 2008. Veritas continues to work with the Internal Revenue Service to address a large debt Veritas owes. Excluding the IRS obligation, the school completed its sixth year in a financially healthy position. Revenues exceeded expenses, which resulted in a positive net income for the year. Expenses appeared to be appropriate. Excluding their obligation to the IRS, the school completed the year with a positive cash balance

and a positive equity position. State Board of Account auditors completed an audit for the two years ending June 30, 2007. The audit identified ten issues. All issues were addressed by Veritas Academy.

Due to cash flow issues, the school did not meet Ball State University Office of Charter School's expectations in the area of financial obligations to Ball State University. Payment of obligations exceeded 60 days at times.

Veritas Academy maintained and submitted an acceptable board-approved, five-year strategic plan during the school year.

School Improvement

To improve student ISTEP+ performance, Veritas Academy has taken the following steps:

- Designed a summer school program that adds incentives and an interactive curriculum.
- Purchased a curriculum that teaches test-taking skills.
- Increased Title I services.
- Increased the retention rate of students and teachers to provide optimum conditions for high performance.

NWEA data were used to improve student achievement in the following ways:

- Measured growth three times a year.
- Analyzed overall RIT score to determine the instructional level of each student and specific skill instruction needed.
- Created individualized lessons based on NWEA data.
- Fostered differentiated instruction in each classroom.
- Grouped students by skill levels.
- Created growth goals for students and teachers based on NWEA scores.
- Used NWEA scores to help determine students selected for Title I services.
- Identified curriculum gaps.
- Studied correlation between NWEA and ISTEP to improve student performance on ISTEP exams.
- Participated in ongoing NWEA training for faculty.

To address deficiencies that might affect AYP status for 2008-2009, Veritas Academy has taken the following actions:

- Tightened the attendance policy.
- Participated in the Elementary School Truancy Prevention Program offered through the CASIE Center, a local child-advocacy program.
- Developed personnel policies and teacher support systems designed to retain an excellent teaching staff.
- Fostered involvement of families to both retain students and strengthen student performance.

To improve the perceptions of the school in response to the results of the constituent survey, Veritas Academy has taken the following actions:

- Continued a Family Cooperative Program that invites families into the school in informal and formal settings.
- Integrated the survey process into the everyday life of the school.
- Invited families to express their concerns and interests to the board and staff.



Student Demographics

Figure X-1 Race/Ethnicity Percentages: 2007-2008

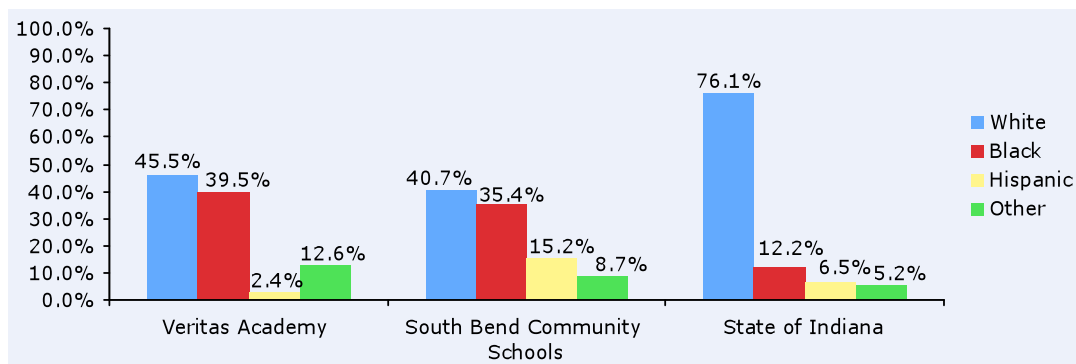


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch: 2007-2008

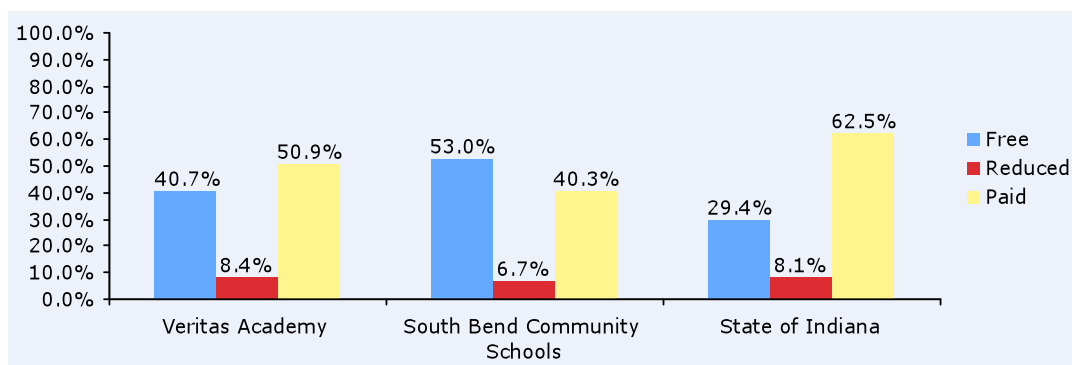
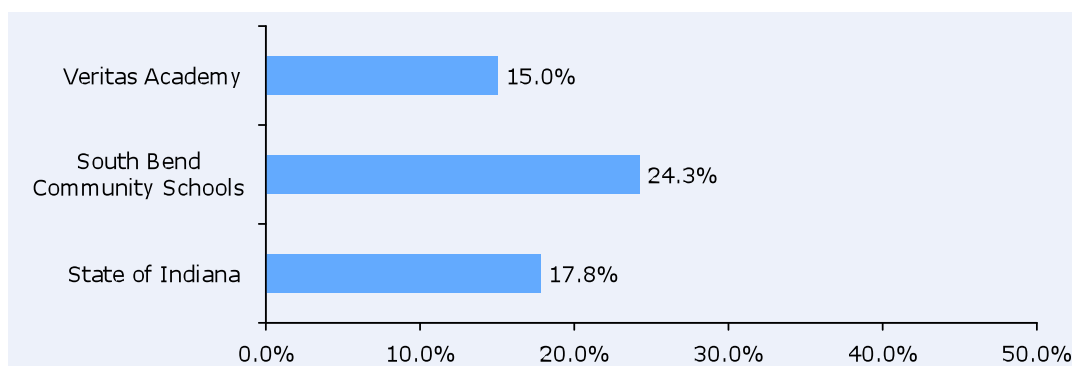


Figure X-3: Percentages of Students in Special Education: 2007-2008



Data Source: Indiana Department Of Education

Program Statistics

Table Y-1: Attendance Rates

Academic Year	Veritas Academy	South Bend Community Schools	Indiana
2007-08	95.1%	95%	96%

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		Veritas Academy	South Bend	Indiana	Veritas Academy	South Bend	Indiana	Veritas Academy	South	Indiana
3	20	45%	65%	76%	40%	56%	71%	30%	49%	64%
4	18	56%	64%	75%	50%	61%	76%	50%	53%	67%
5	17	71%	61%	76%	65%	60%	78%	47%	50%	68%
6	18	33%	58%	73%	44%	64%	81%	28%	51%	68%
7	18	50%	53%	71%	67%	65%	80%	44%	48%	66%
8	14	50%	54%	70%	43%	61%	75%	36%	47%	64%

Table Y-3: PL 221

ACADEMIC PROGRESS	
Performance: 57.4%	Improvement: 3.8%

Table Y-4: Annual Yearly Progress

OVERALL DETERMINATION: NO			ATTENDANCE: YES	
	PERFORMANCE		PARTICIPATION	
	English	Math	English	Math
All Students	Yes	Yes	Yes	Yes
Black	No	No		
White	Yes	Yes	Yes	Yes

Data Source: Indiana Department Of Education

Table Y-5: NWEA Percent Meeting Target Growth Rate

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
115	52.2%	114	61.4%	115	60%

Data Source: NWEA

Constituent Surveys

Figure Z-1: How would you rate the overall quality of education?

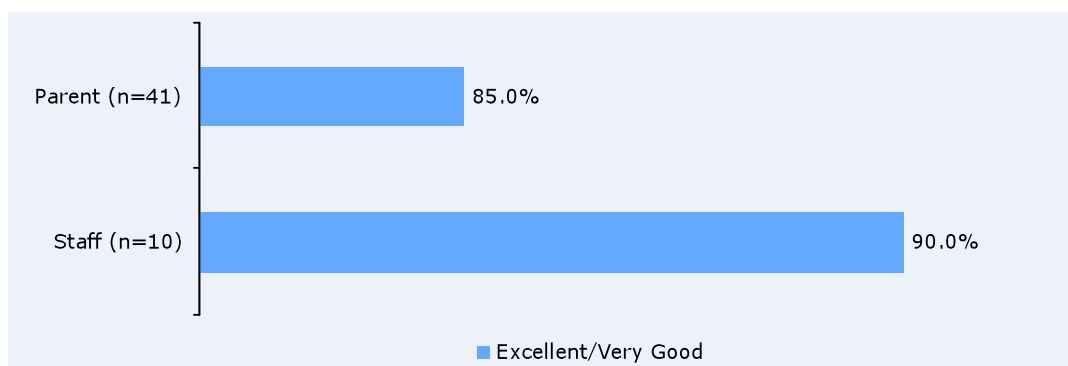


Figure Z-2: How would you compare the overall quality of education to that of other schools?

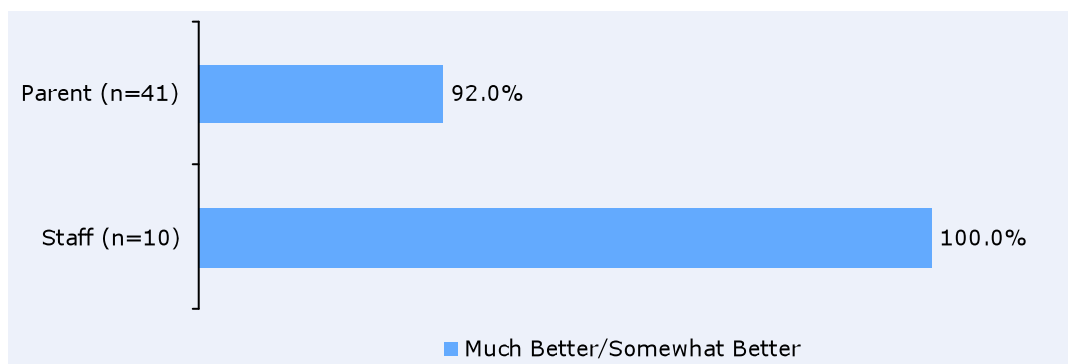
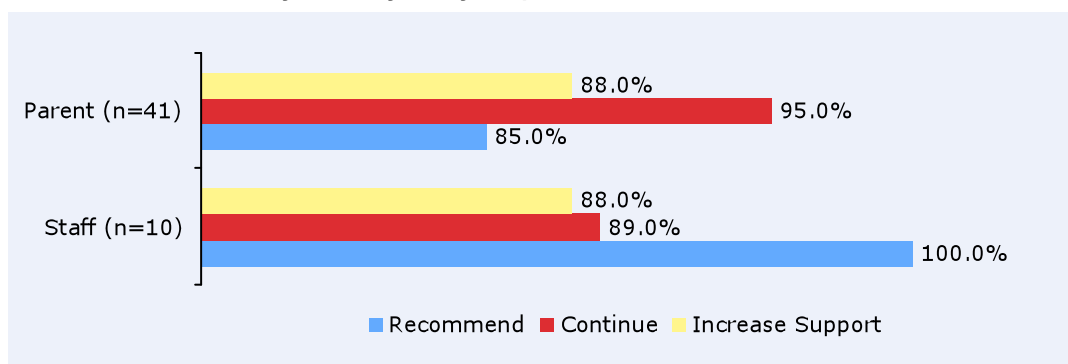


Figure Z-3: How likely are you to...Recommend the School/Continue at the School/Increase Support to your School?
*Totals Include Extremely and Very Likely Responses?





WEST GARY LIGHTHOUSE CHARTER SCHOOL *of* BSU Charter Schools

“We prepare students for college through a rigorous arts-infused program.”



725 Clark Road
Gary, IN 46408
(219) 977-9583

www.lighthouse-academies.org

Grades Served	K-6
2007-2008 Enrollment	420
2006-2007 Enrollment	340
Enrollment at capacity	440

Year Opened: 2006-2007
Final Year in Current Contract: 2012-2013

Mission

The mission of West Gary Lighthouse Charter School is to prepare students for college through a rigorous arts-infused curriculum.

Vision

All students will be taught by an outstanding teacher in a nurturing environment and will achieve at high levels. Each student will develop the knowledge, skills and values necessary for responsible citizenship and lifelong learning. The impact of these collective efforts will fundamentally change public education.

Educational Program

West Gary Lighthouse Charter School offers students an arts-infused education program that includes disciplines such as dance, visual arts, musical theory and practice, and performance. The scope and sequence of each grade level reflects the Core Knowledge Sequence, Indiana's Academic Standards, and the Lighthouse Exit Standards. Underlying this engaging pedagogy is a solid base of key skills with which students learn to think critically in all subject areas. Research-based programs are used by committed educators to help students master our rich body of standards.

Demographic Summary

The first year of operation for West Gary Lighthouse Charter School was 2005-2006. The majority African-American population at West Gary Lighthouse has a higher percentage of economically disadvantaged students than others in the Gary area, with 80.5% of students receiving free or reduced cost lunches. The school provides an environment where students of this demographic can be equally successful to their counterparts in higher income areas.

Academic Progress

ISTEP+ test results for West Gary Lighthouse students are significantly lower than the results for Gary Community Schools. Sixth-graders earned the highest percent passing, with both English/LA and math being below 50%. Although the school did not meet AYP, a P.L.221 status of Commendable Progress was received,

due to a 9.6% improvement in ISTEP+ scores. Performance of students who met the NWEA growth targets was inconsistent. The highest percentage (59.4%) was in math and the lowest percentage (35.8%) was in language arts.

Constituent Survey

Parents (n=66), staff (n=4*), and board (n=1*) responded to the Constituent Survey. Eighty-nine percent of the parents reported that the overall quality of education was excellent/very good (Figure Z-1). Ninety-four percent of parents rated the school as much better/somewhat better when comparing the overall quality of education to that of

other schools (Figure Z-2). Parents were likely to recommend (91%), continue (97%), and increase support (95%) of their school (Figure Z-3).

*Base size was not large enough to report.

Financial Review

Financially, the school exceeded Ball State University Office of Charter School's expectations in the area of Financial Viability Results. It completed its second year in a financially acceptable position. Per the plan, both revenues and expenses were at budgeted levels. Expenses appeared to be appropriate. The school completed the year with a positive cash balance. It is anticipated the school will maintain strong finances in the future. State Board of Account auditors completed an audit for the year ending June 30, 2007. The audit identified eight issues. All issues were addressed by West Gary Lighthouse.

The school met Ball State University Office of Charter School's expectations in the area of financial obligations to Ball State University. Payments of all obligations were made within 30 days.

West Gary Lighthouse maintained and submitted an acceptable board-approved, five-year strategic plan during the school year.

School Improvement

To improve student ISTEP+ performance, West Gary Lighthouse Academy has taken the following steps:

- Structured the Title 1 Program to target low-performing students.
- Started a Title 1 program called Core Enrichment to provide small-group leveled skill development.
- Used the Corrective Reading intervention program and the Open Court intervention manual to improve students' literacy scores.
- Provided an intensive five-week summer school program for students who had not passed ISTEP.
- Conducted daily intervention groups with students close to passing ISTEP+.
- Utilized ISTEP Coach to prepare students for testing.
- Developed a Title 1 school-wide plan, and a long-term strategic plan using ISTEP data.
- Focused instruction on reading comprehension, problem solving, and writing.

NWEA data were used to improve student achievement in the following ways:

- Grouped students homogeneously by NWEA scores for specific skill instruction.
- Differentiated instruction by using RIT scores.
- Predicted which students were expected to pass ISTEP from RIT scores.

To address deficiencies that might affect AYP status for the 2008-2009 school year, West Gary Lighthouse Academy has taken the following actions:

- Raised attendance goal to 95%.
- Posted the attendance goal in the front office to track daily attendance publicly.
- Placed phone calls to family when students were absent.
- Implemented a rigorous absentee policy that culminates in expulsion for students who are repeatedly absent.
- Began a self-contained special education classroom for students struggling to succeed in a general education classroom.
- Adjusted special education staff's schedules to include pull-out and push-in intervention groups for students with IEPs.

To improve the perceptions of their school in response to the results of the constituent survey, West Gary Lighthouse Academy has taken the following actions:

- Hired a Dean of Students to assist with discipline and classroom management.
- Operated a full-time in-school behavioral/in-school suspension room to ensure a calm and safe learning environment.

Student Demographics

Figure X-1: Race/Ethnicity Percentages: 2007-2008

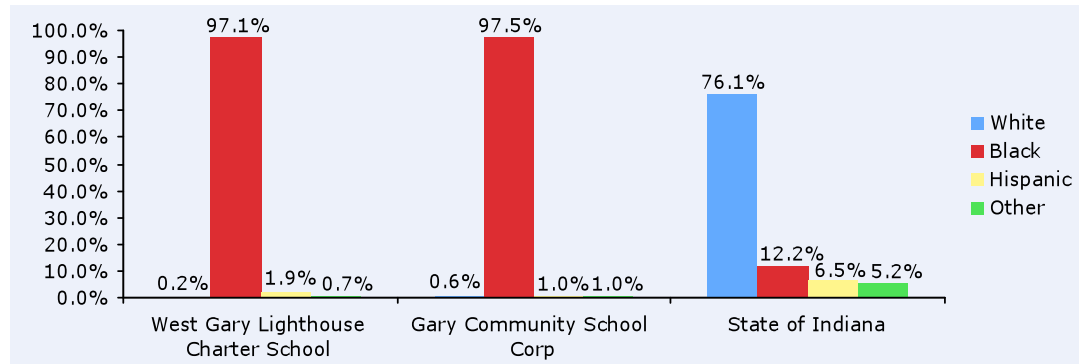


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch: 2007-2008

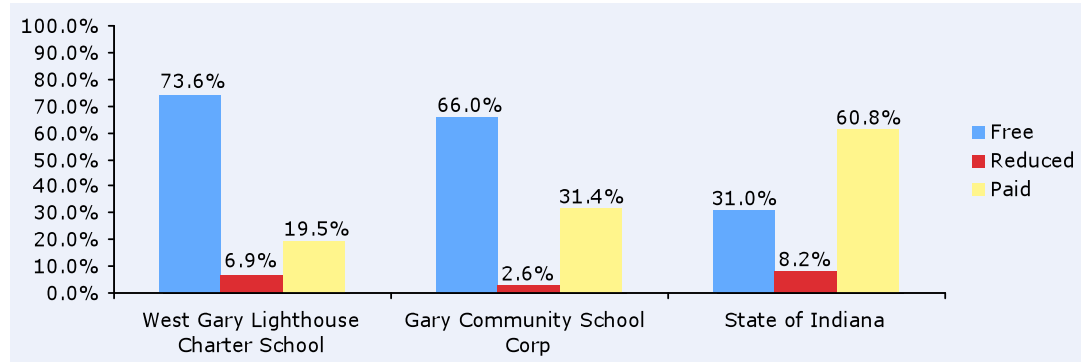
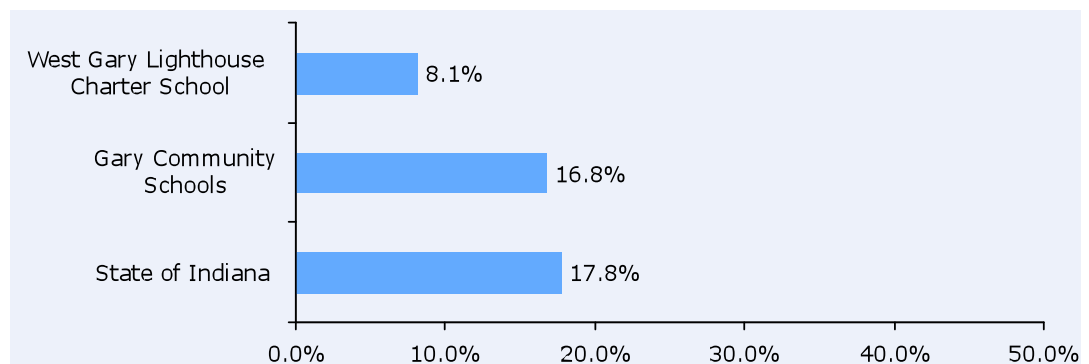


Figure X-3: Percentages of Students in Special Education: 2007-2008



Data Source: Indiana Department Of Education

Program Statistics

Table Y-1: Attendance Rates

Academic Year	West Gary Lighthouse Charter School	Gary Community Schools	Indiana
2007-08	91.9%	96.1%	96%

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		West Gary Lighthouse	Gary	Indiana	West Gary Lighthouse	Gary	Indiana	West Gary Lighthouse	Gary	Indiana
3	73	34%	65%	76%	29%	62%	71%	25%	51%	64%
4	50	34%	60%	75%	30%	60%	76%	20%	50%	67%
5	50	42%	60%	76%	34%	64%	78%	28%	52%	68%
6	51	45%	52%	73%	49%	66%	81%	39%	46%	68%

Data Source: Indiana Department Of Education

Table Y-3: PL 221

COMMENDABLE	
Performance: 38.1%	Improvement: 9.6%

Table Y-4: Annual Yearly Progress

OVERALL DETERMINATION: NO			ATTENDANCE: YES	
	PERFORMANCE		PARTICIPATION	
	English	Math	English	Math
All Students	No	No	Yes	Yes

Data Source: Indiana Department Of Education

Table Y-5: NWEA Percent Meeting Target Growth Rate

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
364	48.9%	240	35.8%	362	59.4%

Data Source: NWEA

Constituent Surveys

Figure Z-1: How would you rate the overall quality of education?



Figure Z-2: How would you compare the overall quality of education to that of other schools?

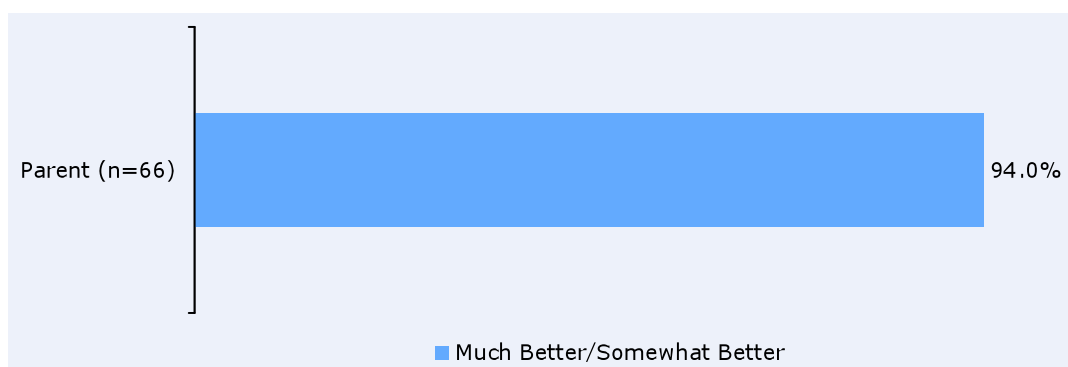
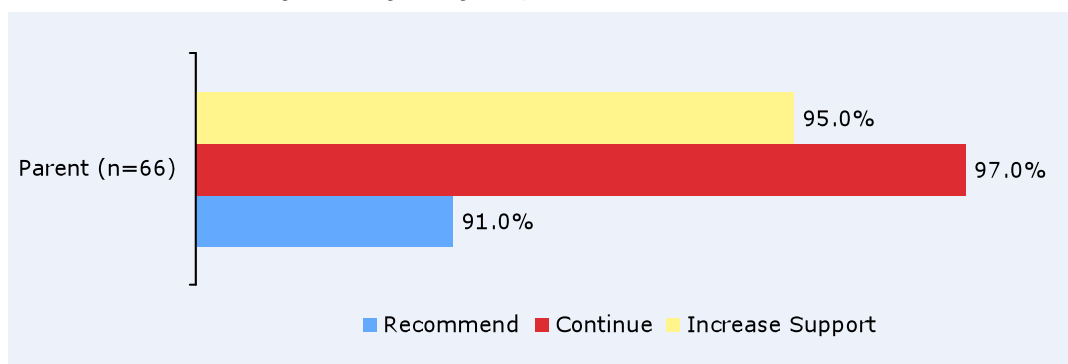


Figure Z-3: How likely are you to...Recommend the School/Continue at the School/Increase Support to your School?
*Totals Include Extremely and Very Likely Responses?





21st CENTURY CHARTER SCHOOL OF GARY *of* BSU Charter Schools

“GEO 21st Century Model”



556 Washington Street
Gary, IN 46402
Hammond, IN 46320
(219) 886-9339

www.21ccharter.org

Grades Served	K-11
2007-2008 Enrollment	315
2006-2007 Enrollment	304
2005-2006 Enrollment	265
Enrollment at Capacity	300

Year Opened: 2005-2006
Final Year in Current Contract: 2011-2012

Mission

The educational philosophy of the 21st Century Charter School of Gary is to teach according to the needs of the individual while maintaining a commitment to standards achievement. Using technology as a management and delivery tool, as well as off-computer activities emphasizing hands-on learning, students will proceed through the standards. All students will be given a variety of continuous assessments to make sure that skills are mastered.

Educational Program

The following components of instruction will be woven throughout the curriculum: a) core values and character education; b) Indiana Academic Standards and GQE requirements; c) standards basic skills application fostering lifelong learning and life skills; d) project-based learning aligned with student interests and standards; e) mentoring, internships, employment, and community outsourcing opportunities; f) Spanish language instruction beginning at age five; g) fine arts instruction; and h) physical wellness and conditioning.

Demographic Summary

In 2007-2008, 21st Century at Gary was in its third year of operation, serving a primarily black population (99.4%). Statistically, this is a similar demographic served by the larger Gary Community School Corporation (97.5%). More than 75% of these students receive free or reduced cost lunches, a higher percentage than Gary Community Schools, and the state of Indiana overall. A lower percentage of 21st Century's students are in special education than in Gary Community Schools or the state.

Academic Progress

In 2007-2008, 21st Century at Gary ISTEP+ test scores varied across grade levels. In fifth grade, 0% passed both tests with 11% passing English/LA and 5% passing math. The highest performance was found in seventh-grade English/LA, with 52% of 21st Century seventh-graders passing (Table Y-2). AYP was not met in performance, but was met in participation. Although there was a slight

overall improvement in ISTEP+ scores (1.5%), the P.L.221 status remained at Academic Probation (Table Y-3 and Table Y-4). Of the students completing the NWEA MAP assessment in the fall and spring, about half met the target growth rates, with 58.4% meeting the math target.

Constituent Survey

Parents (n=72), staff (n=21), and board (n=0*) responded to the Constituent Survey. Fifty percent of parents and 48% of staff reported that the overall quality of education was excellent/very good (Figure Z-1). When comparing the overall quality of education to that of other schools, 62% of parents and 60% of staff rated the school as much better/somewhat better (Figure Z-2). Parents were likely to

recommend (69%), continue (74%), and increase support (70%) of the school (Figure Z-3). Thirty-three percent of staff members would recommend the school, 56% were likely to continue at the school, and 78% were likely to increase support (Figure Z-3).

*Base size was not large enough to report.

Financial Review

Financially, the school approached Ball State University Office of Charter School's expectations in the area of Financial Viability Results. It completed its third year in a financially healthy position. Expenses exceeded revenues, as was budgeted. Expenses appeared to be appropriate. The school completed the year with a small positive cash balance. It is anticipated the school will maintain strong finances in the future. The school did not complete the required independent audit/review during 2007-2008, and therefore did not meet the financial expectations.

The school approached Ball State University Office of Charter School's expectations in the area of financial obligations to Ball State University. Payment of obligations exceeded 30 days at times.

21st Century Charter School at Gary maintained and submitted an acceptable board-approved, five-year strategic plan during the school year.

School Improvement

To improve student ISTEP+ performance, 21st Century Charter School of Gary has taken the following steps:

- Provided targeted assistance for students that tested 250-50 points below the passing score.
- Utilized learning guides in the classrooms for small-group instruction in grades 3-11.
- Conducted mandatory summer school for students who failed to pass ISTEP.

NWEA data were used to improve student achievement in the following ways:

- Determined reading levels within classrooms by using results.
- Utilized leveled reading materials for small-group instruction.
- Created small pull-out instructional groups for Title 1.

To address deficiencies that might affect AYP status for the 2008-2009 school year, 21st Century Charter School of Gary has taken the following actions:

- Addressed excessive absences and followed through with expulsions when students have missed more than ten days of school.
- Continued assistance to the special education department.
- Planned to hire an additional special education teacher.

To improve the perceptions of their school in response to the results of the constituent survey, 21st Century Charter School of Gary has taken the following actions:

- Investigated ways to improve parental involvement at the school.
- Stabilized the teacher/administrative members for greater consistency within the school.
- Conducted monthly Friday Night Live, as a family fun night.
- Placed greater emphasis on consistent behavior consequences.
- Increased parental involvement with students who demonstrate inappropriate behavior.



Student Demographics

Figure X-1: Race/Ethnicity Percentages: 2008-2009

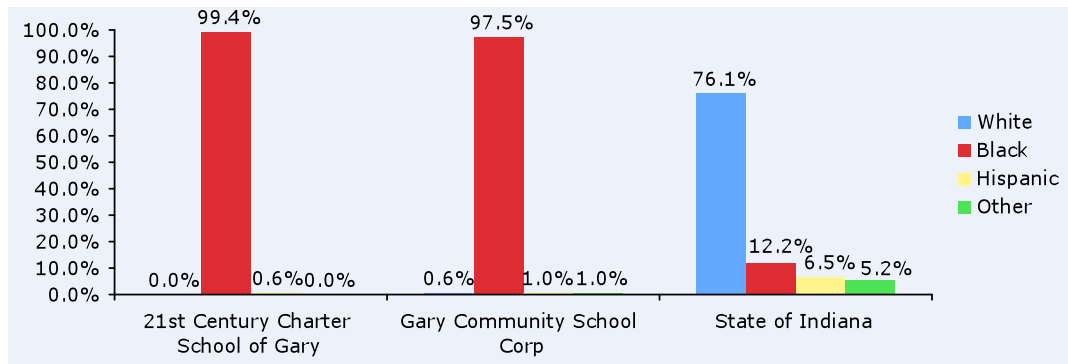


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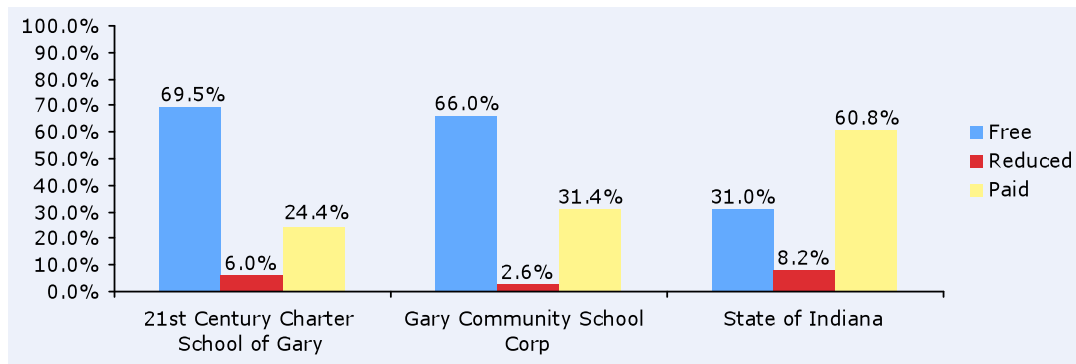
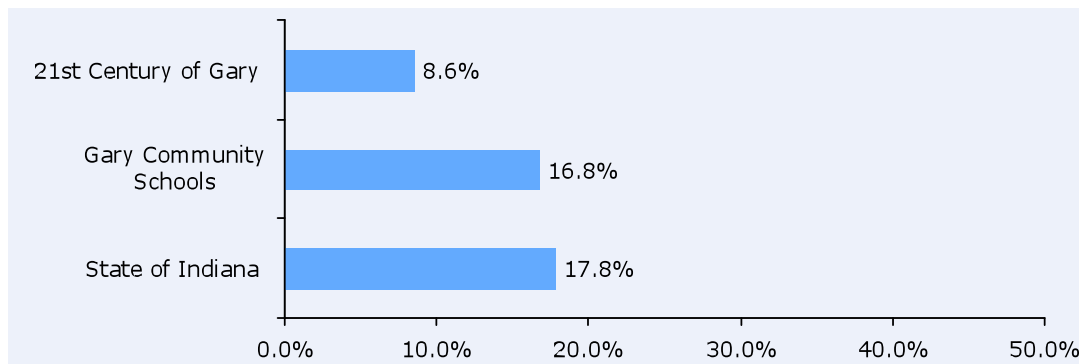


Figure X-3: Percentages of Students in Special Education: 2008-2009



Data Source: Indiana Department Of Education

Program Statistics

Table Y-1: Attendance Rates

Academic Year	21st Century Charter School of Gary	Gary Community Schools	Indiana
2007-08	98.7%	96.1%	96%

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		21st Century of Gary	Gary	Indiana	21st Century of Gary	Gary	Indiana	21st Century of Gary	Gary	Indiana
3	23	35%	65%	76%	30%	62%	71%	17%	51%	64%
4	26	31%	60%	75%	27%	60%	76%	19%	50%	67%
5	19	11%	60%	76%	5%	64%	78%	0%	52%	68%
6	26	27%	52%	73%	19%	66%	81%	15%	46%	68%
7	31	52%	40%	71%	29%	46%	80%	26%	31%	66%
8	42	31%	37%	70%	19%	31%	75%	7%	22%	64%
9	38	26%	28%	67%	13%	25%	70%	11%	17%	60%
10	35	20%	32%	68%	17%	24%	67%	6%	19%	59%

Table Y-3: PL 221

ACADEMIC PROBATION	
Performance: 23.4%	Improvement: 1.5%

Table Y-4: Adequate Yearly Progress

OVERALL DETERMINATION: NO			ATTENDANCE: YES	
	PERFORMANCE		PARTICIPATION	
	English	Math	English	Math
All Students	No	No	Yes	Yes
Black	No	No	Yes	Yes
Free/Reduced Lunch	No	No	Yes	Yes

Data Source: Indiana Department Of Education

Table Y-5: NWEA Percent Meeting Target Growth Rate

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
218	47.2%	182	53.3%	214	58.4%

Data Source: NWEA

Constituent Surveys

Figure Z-1: How would you rate the overall quality of education?

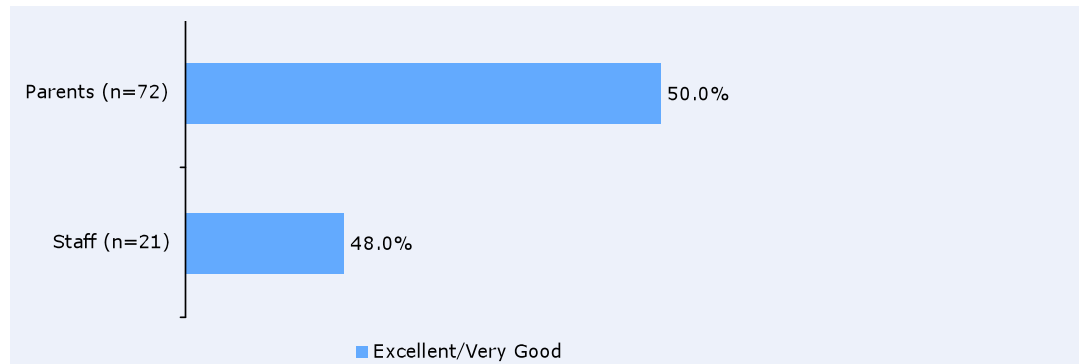


Figure Z-2: How would you compare the overall quality of education to that of other schools?

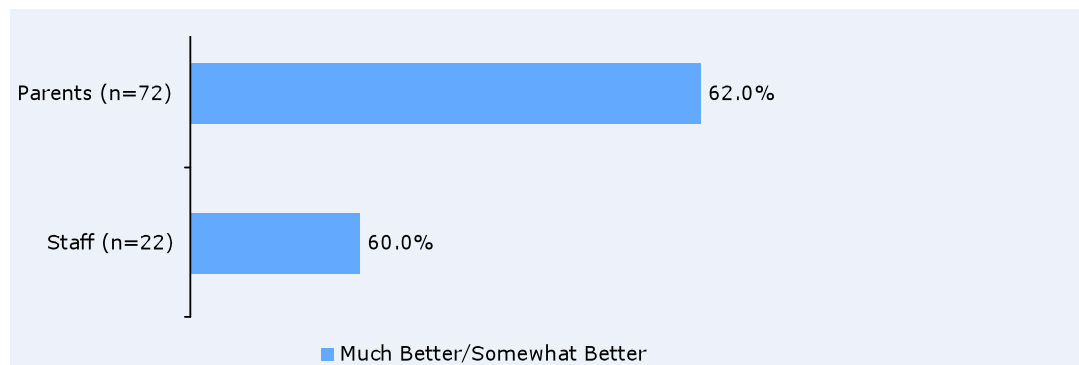
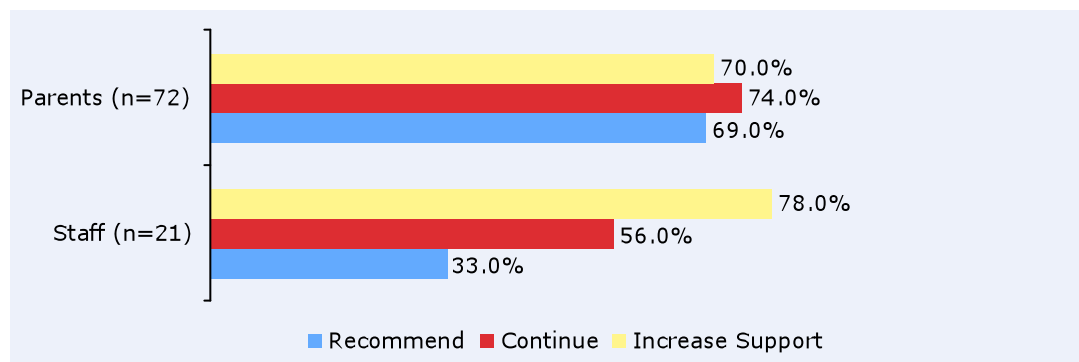


Figure Z-3: How likely are you to...Recommend the School/Continue at the School/Increase Support to your School?

*Totals Include Extremely and Very Likely Responses





CENTRAL REGION



GALILEO CHARTER SCHOOL *of* BSU Charter Schools

“For these are all our children and we will either benefit them or pay the consequences for whom they become.” - James Baldwin



855 North 12th Street
Richmond, IN 47374
(765) 983-3709

www.galileocharterschool.org

Grades Served	K-5
2007-2008 Enrollment	221
2006-2007 Enrollment	179
2005-2006 Enrollment	147
Enrollment at Capacity	228

Year Opened: 2005-2006

Final Year in Current Contract: 2011-2012

and intervention strategies. Galileo Charter School will utilize Open Court Reading for language arts and reading instruction as well as support multiple approaches for assessment and intervention. Uniquely, the majority of teachers at Galileo have been trained in the Lindamood Bell “Phoneme Sequencing” and “Visualizing and Verbalizing” programs, which are utilized for preventative and remedial instruction.

Mission

Using the cornerstones of literacy, character development, and self-esteem, the Galileo Charter School will educate children in a community of mutual respect, inspire a lifelong love of learning, and develop contributing members of our global community.

Vision

Galileo Charter School will be a place where teachers, children, and parents/caregivers acknowledge each child’s uniqueness and work together in community to educate and nurture each child.

Educational Program

Galileo Charter School will use a scientifically based research-validated curriculum. Literacy will be emphasized and supported through early identification, prevention,

Just as one size does not fit all, neither does one type of educational approach work for all families. Galileo Charter School is a learning community composed of parents/care-givers, children, and teachers working together for the best educational outcome. Through multi-age classrooms and individualized learning plans, children will be supported in becoming self-directed learners. Literacy, character development, and self-esteem will be highlighted and integrated throughout the curriculum. A service learning focus will help students internalize good character and healthy self-esteem by contributing to school and community. Galileo Charter School is committed to providing a quality program that ensures academic and personal growth in children.

Galileo is a school centered on students. Preparing students to be contributing members of the global community requires teaching students to take personal responsibility for learning and behavior—the school’s focus on character, self-esteem and the restitution model of discipline all support the development of personal responsibility in students. The school community expects every student to be prepared to pursue personal ambitions—and as such, considers itself a “college-prep” primary school.

Demographic Summary

Galileo Charter School serves a student population higher in diversity than the local schools or than the average in the state of Indiana. Although Richmond-area students are more socio-economically disadvantaged than the statewide average, Galileo's students are even more so, as indicated by the 80.6% of students receiving a free or reduced cost lunch. Galileo serves a higher percentage of students in special education than the state average, but a lower percentage than the Richmond Community Schools.

Academic Progress

ISTEP+ percentage passing scores were well below that of the neighboring school and the state of Indiana. At all grade levels in both English/Language Arts and math, the percent passing ranged from 42% - 57% (Table Y-2). The lowest percent passing math was found at the third-grade level (42%), and the lowest percent passing English/

Language Arts was found at the fourth-grade level (47%). Galileo students' 18.2% improvement earned an Exemplary Progress category placement and met the requirements for AYP in 2007. More than half of Galileo students met the growth target on NWEA MAP in all subtests (Table Y-5).

Constituent Survey

Parents (n=112), staff (n=30), and board (n=8) responded to the constituent survey. Eighty-four percent of the parents and 83% of the staff reported that the overall quality of education in the school was excellent/very good, while the board members were 100% in agreement with this rating (Figure Z-1). When it came to comparing the overall quality of education to that of other schools, as much better/somewhat better, the board was at 100%, the

parents 89%, and the staff at 83% (Figure Z-2). There was a high rating of the school from the board (100% in all three categories), parents (89% recommend, 91% continue, 89% increase support), and staff (87% recommend, 86% continue, 93% increase support) when asked how likely they were to recommend, continue, and increase support of their school (Figure Z-3).

Financial Review

Financially, the school exceeded Ball State University Office of Charter School's expectations in the area of Financial Viability Results. It completed its third year in a financially acceptable position. As budgeted, expenses exceeded revenues, resulting in a net loss for the year. Expenses appeared to be appropriate. The school completed the year with a small positive cash balance. Its balance sheet and debt levels are acceptable for a school completing its third year. It is anticipated that the school will maintain strong finances in the future. State Board of Account auditors completed an audit for the year ending June 30, 2007. The audit

identified two minor issues, which were both addressed by the school.

The school approached Ball State University Office of Charter School's expectations in the area of financial obligations to Ball State University. Payment of obligations exceeded 30 days at times.

Galileo Charter School maintained and submitted an acceptable board-approved, five-year strategic plan during the school year.

School Improvement

To improve student ISTEP+ performance, Galileo Charter School has taken the following steps:

- Implemented a summer Jumpstart program to target ISTEP+ skills.
- Differentiated instruction using flexible ability grouping.
- Extended instruction time in key academic areas.
- Focused on literacy and math in after-school tutoring programs.
- Increased the number of college work study/ Bonner Scholars/volunteers to assist in the classrooms with literacy groups.
- Conducted summer staff training.
- Provided assistance to parents to strengthen at-home coaching.
- Analyzed specific components of the assessment to strengthen each student's individual learning plan.
- Focused on specific aspects of curriculum

NWEA data were used to improve student achievement in the following ways:

- Developed individual learning plans for all students.
- Assisted students in developing academic goals.
- Partnered with Virtual Special Education Cooperation.
- Assessed students weekly using Open Court Reading.
- Added a third NWEA assessment.
- Acquired new components of the pre-existing curriculum.
- Assessed learning weekly with DIBELS.
- Developed curriculum continuously.
- Focused professional development on intervention strategies.
- Analyzed individual and group tests to tailor instruction.

To address deficiencies that might affect AYP status for the 2008-2009 school year, Galileo Charter School has taken the following actions:

- Dedicated more teacher-directed instruction on the core curriculum subjects.
- Redesigned the daily schedule and increased the allotted time for mathematics.
- Implemented a structured, targeted system of tracking attendance and reporting excessive absenteeism to appropriate authorities.
- Created partnerships with parents, to ensure students are at school.
- Addressed the free and reduced participation rate.
 - Hired two instructional assistants to assist with Title 1 students.

- Addressed special education performance/ participation through:
 - Increasing staff training / awareness of SPED children in classroom.
 - Organizing and restructured the SPED department to ensure teachers are aware of, and accountable for, meeting students' needs as set forth in the IEPs.
 - Hiring an additional special education teacher of record to assist in the management of special education students.
 - Allocating time within staff meetings to teach staff about IEPs, goals, functional behavioral assessments, GEI process, and similar programs.

To improve the perceptions of their school in response to the results of the constituent survey, Galileo Charter School has taken the following actions:

- Developed more school community activities.
- Developed a new communication process to parents.
- Required staff/teachers to send a predetermined amount of positive communication to families each week.
- Held more parent-teacher meetings.
- Sponsored literacy activities.

Student Demographics

Figure X-1: Race/Ethnicity Percentages: 2007-2008

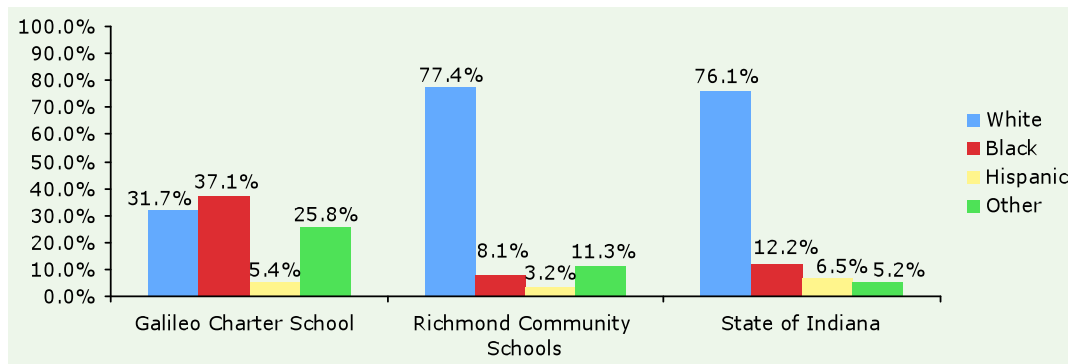


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch: 2007-2008

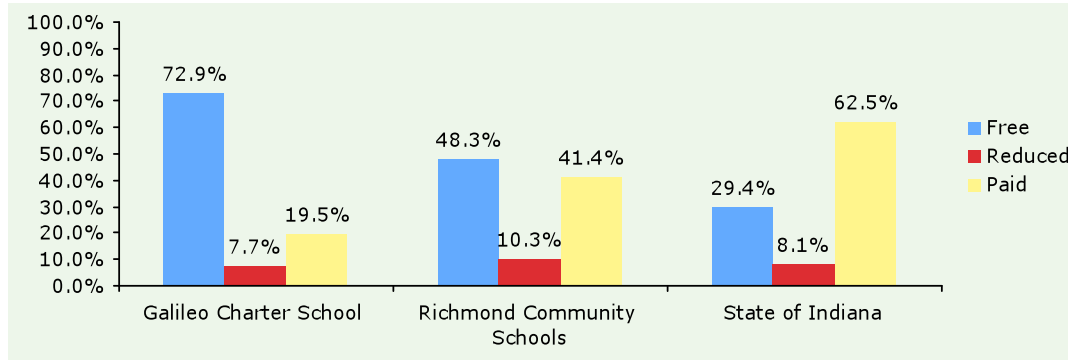
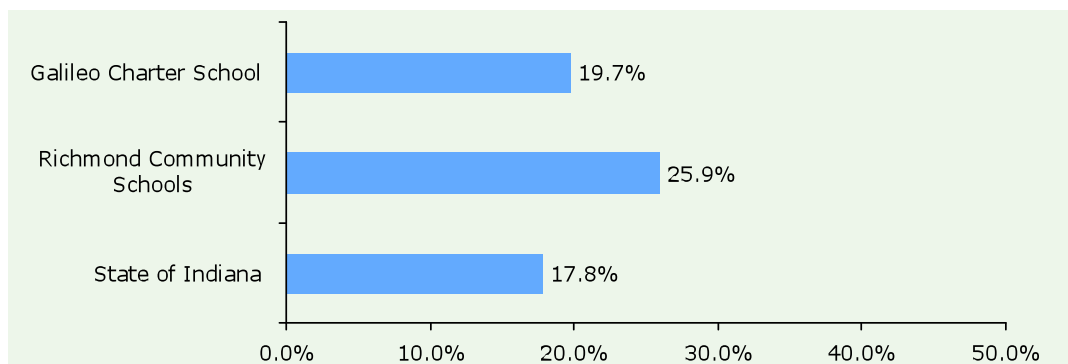


Figure X-3: Percentages of Students in Special Education: 2007-2008



Data Source: Indiana Department Of Education

Program Statistics

Table Y-1: Attendance Rates

Academic Year	Galileo Charter School	Richmond Community Schools	Indiana
2007-08	95.9%	95.4%	96%

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		Galileo	R.C.S.	Indiana	Galileo	R.C.S.	Indiana	Galileo	R.C.S.	Indiana
3	33	55%	69%	76%	42%	63%	71%	39%	55%	64%
4	32	47%	65%	75%	50%	71%	76%	34%	57%	67%
5	28	57%	65%	76%	50%	70%	78%	43%	57%	68%

***Percentages are not calculated for grades in which less than 10 students were tested.

Table Y-3: PL 221

EXEMPLARY	
Performance: 53%	Improvement: 18.2%

Table Y-4: Adequate Yearly Progress

OVERALL DETERMINATION: YES			ATTENDANCE: YES	
	PERFORMANCE		PARTICIPATION	
	English	Math	English	Math
All Students	Yes	Yes	Yes	Yes
White	Yes	Yes		
Free/Reduced Lunch	Yes	Yes	Yes	Yes

Data Source: Indiana Department Of Education

Table Y-5: NWEA Percent Meeting Target Growth Rate

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
119	57.1%	117	53.8%	117	53.8%

Data Source: NWEA

Constituent Surveys

Figure Z-1: **How would you rate the overall quality of education?**

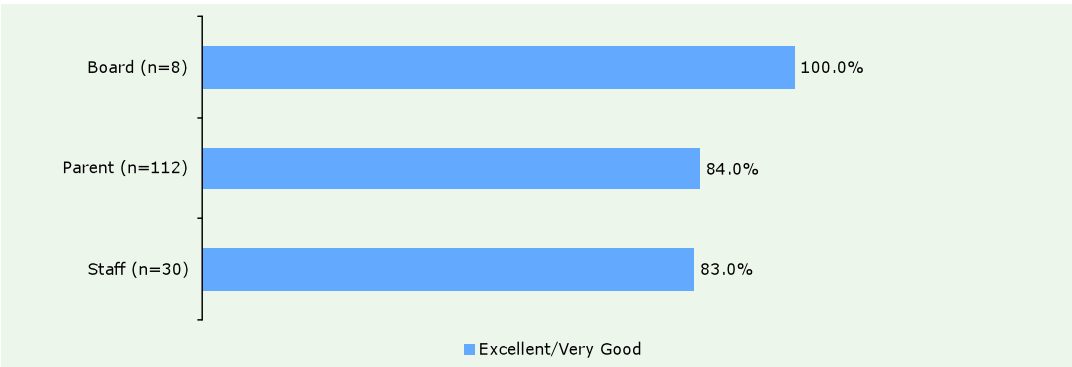


Figure Z-2: **How would you compare the overall quality of education to that of other schools?**

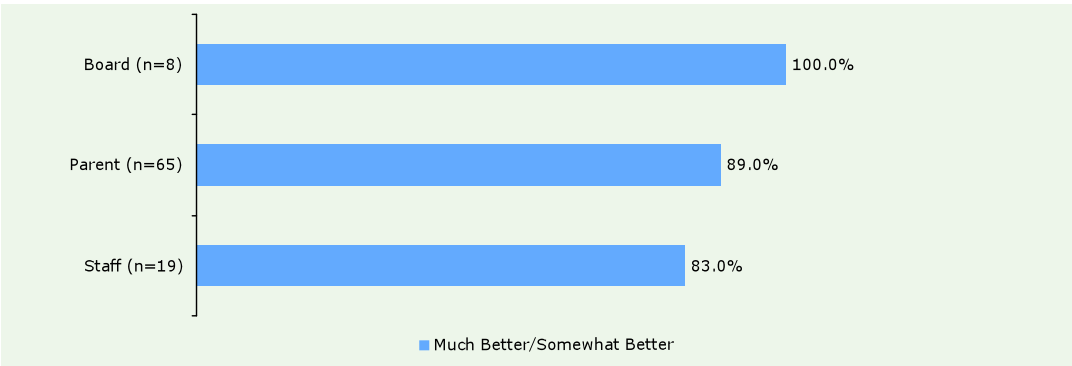
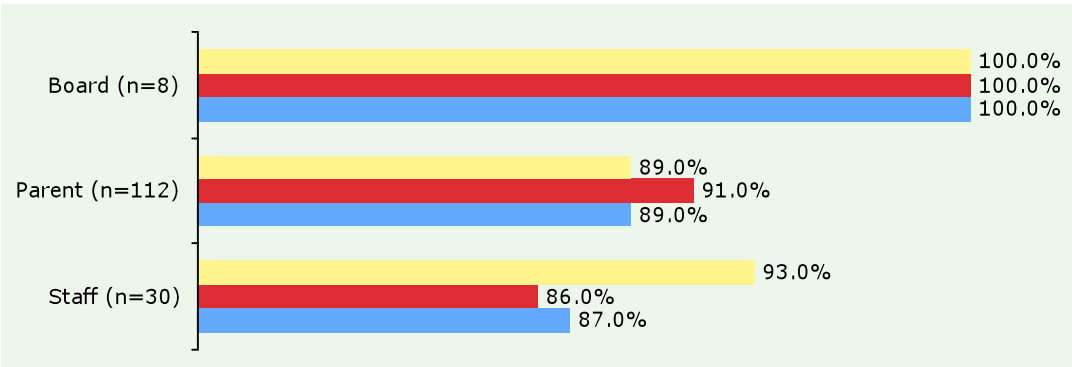


Figure Z-3: **How likely are you to...Recommend the School/Continue at the School/Increase Support to your School**
*Totals Include Extremely and Very Likely Responses





GEIST MONTESSORI ACADEMY *of* BSU Charter Schools

“Education From Within”



6633 West 900 North
McCordsville, IN 46055
(317) 335-3456

www.montessoriacademygeist.org

Grades Served	K-8
2007-2008 Enrollment	87
2006-2007 Enrollment	38
Enrollment at capacity	98

Year Opened: 2006-2007

Final Year in Current Contract: 2012-2013

Geist Montessori
Academy

Mission

Geist Montessori Academy provides an academically and culturally rich educational environment that allows children to acquire knowledge in a noncompetitive, individualized manner. The school recognizes that many environmental factors act upon the development of the child, and seeks to prepare a school environment that encourages joyful learning, and greater exploration of the community and the world. Academics integrate with character building and community awareness to form a whole-child curriculum that prepares students for life.

Educational Program

The Academy’s educational program is based on the Montessori philosophy and methodology. This method identifies and utilizes individual strengths and interests to assist in learning, while the curriculum promotes academic success, social awareness, self-awareness, respect for others and the environment, problem-solving skills and independent thinking. Academics integrate with character building and community awareness.

Demographic Summary

Geist Montessori Academy serves a student population that is 74.7% white, a similar demographic to that of the neighboring school district and the state average. Only 8% of students qualify for free and reduced lunch, compared to 5.8% at the neighboring school and 29.4% across the state. The percent of students in special education is similar to the surrounding area (Figure X-3).

Academic Progress

With less than ten students tested in third and sixth grade, fourth- and fifth-graders at Geist Montessori had excellent ISTEP+ results. Fifth-grade students outperformed Hamilton Southeastern students and students across the state with 93% passing both English/language arts and math (Table Y-2). Although student achievement met the AYP requirement, attendance did not. Therefore, Geist

Montessori did not meet AYP in 2007.

The 8.3% improvement in ISTEP+ results earned an Exemplary Progress category placement for P.L.221 status. A higher percentage of students met the growth target in reading (52.5%) and language arts (50%) than in math (37.3%)(Table Y-5).

Constituent Survey

Parents (n=34), staff (n=7), and board (n=5) responded to the constituent survey. When asked about the overall educational quality of the school, 91% of the parents, 86% of the staff, and 100% of the board rated it as excellent/very good.(Figure Z-1). The board, parents, and staff were well over 85% in rating the school as much better/somewhat better when it came to comparing the overall quality of education to that of other schools (Figure

Z-2). There was a high rating of the school from the board and parents when asked how likely they were to recommend, continue, and increase support of their school. The board was 100% in all three categories, while parents were 97%, 97%, and 85%, respectively, in the three categories. The staff was at 71% in all three categories (Figure Z-3).

Financial Review

Financially, the school exceeded Ball State University Office of Charter School's expectations in the area of Financial Viability Results. It completed its second year in a financially acceptable position. Per the plan, expenses exceeded revenues. Expenses appeared to be appropriate. The school completed the year with a small positive cash balance. It is anticipated the school will maintain strong finances in the future. State Board of Account auditors completed an audit for the year ending June 30, 2007. The audit identified four issues. All issues were addressed by Geist Montessori Academy.

The school met Ball State University Office of Charter School's expectations in the area of financial obligations to Ball State University. Payments of all obligations were made within 30 days.

Geist Montessori Academy maintained and submitted an acceptable board-approved, five-year strategic plan during the school year.

School Improvement

To improve student ISTEP+ performance, Geist Montessori Academy has taken the following steps:

- Adopted a more comprehensive language arts/reading program in 2008/2009.
- Instituted RTI, and provided ongoing training for staff members.

NWEA data were used to improve student achievement in the following ways:

- Attended NWEA data workshops.
- Provided additional support and curriculum material in the writing curriculum.

To address deficiencies that might affect AYP status for the 2008-2009 school year, Geist Montessori Academy has taken the following actions:

- Passed new policies regarding attendance.
- Phoned parents of absent children by 9:30 a.m.

To improve the perceptions of their school in response to the results of the constituent survey, Geist Montessori Academy has taken the following actions:

- Increased parent communication through the Web site and parent liaison.
- Implemented the Journey and Discovery Orientation program for new parents.
- Maintained higher visibility of staff and board members through school events

Student Demographics

Figure X-1: Race/Ethnicity Percentages: 2007-2008

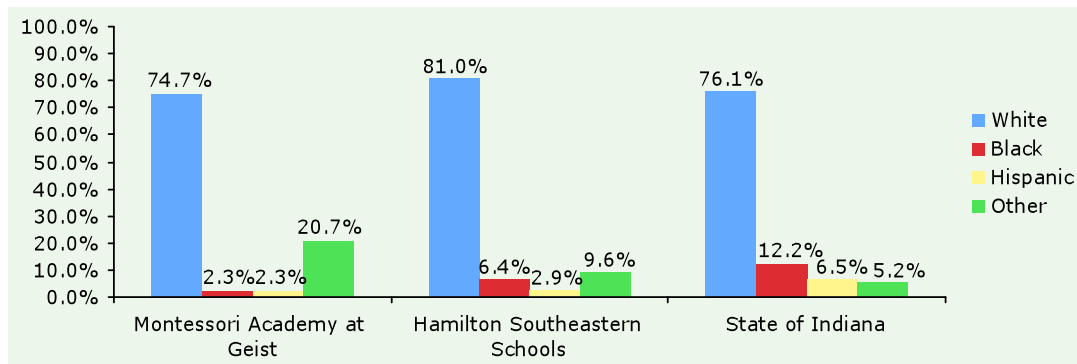


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch: 2007-2008

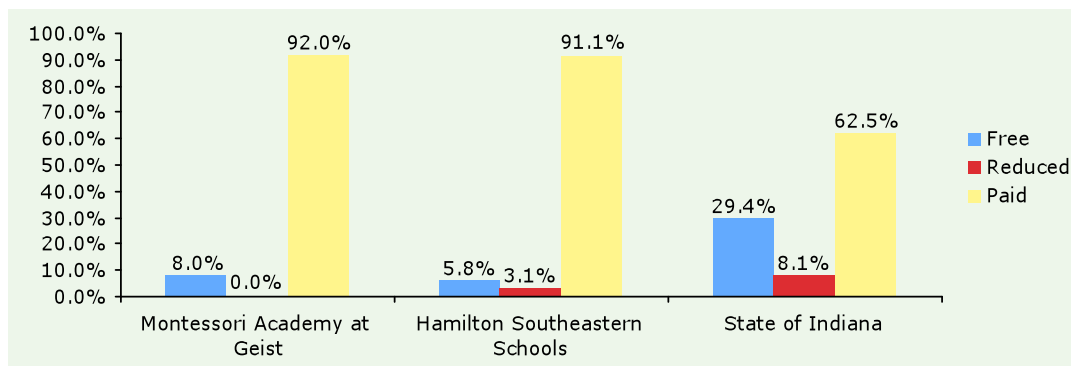
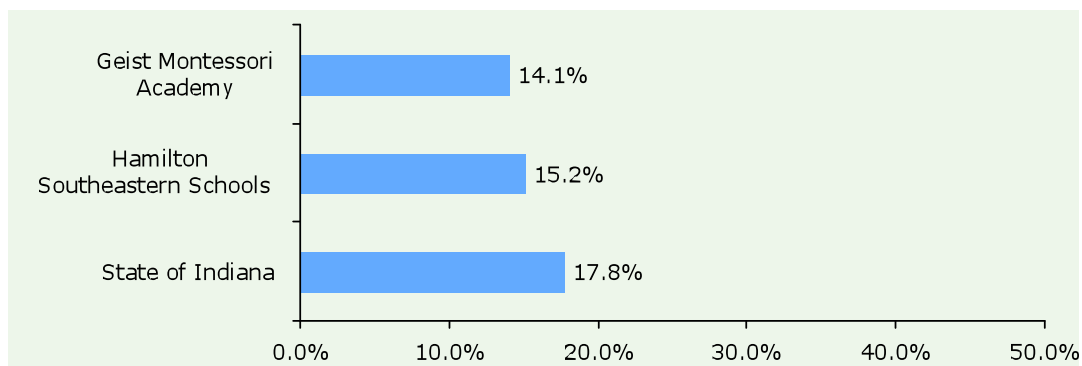


Figure X-3: Percentages of Students in Special Education: 2007-2008



Data Source: Indiana Department Of Education

Program Statistics

Table Y-1: Attendance Rates

Academic Year	Community Montessori	Hamilton - Southeastern Schools	Indiana
2007-08	99.1%	96.8%	96%

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		Geist Montessori	H.S.	Indiana	Geist Montessori	H.S.	Indiana	Geist Montessori	H.S.	Indiana
3	8	***	89%	76%	***	85%	71%	***	81%	64%
4	10	80%	89%	75%	70%	90%	76%	60%	86%	67%
5	14	93%	90%	76%	93%	90%	78%	86%	85%	68%
6	6	***	89%	73%	***	93%	81%	***	87%	68%

***Percentages are not calculated for grades in which less than 10 students were tested.

Data Source: Indiana Department Of Education

Table Y-3: PL 221

EXEMPLARY
Performance: 86.4%
Improvement: 8.3%

Table Y-4: Adequate Yearly Progress

OVERALL DETERMINATION: NO		ATTENDANCE: NO		
	PERFORMANCE		PARTICIPATION	
	English	Math	English	Math
All Students	Yes	Yes	Yes	Yes

Data Source: Indiana Department Of Education

Table Y-5: NWEA Percent Meeting Target Growth Rate

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
61	52.5%	62	50%	60	37.3%

Data Source: NWEA

Constituent Surveys

Figure Z-1: How would you rate the overall quality of education?

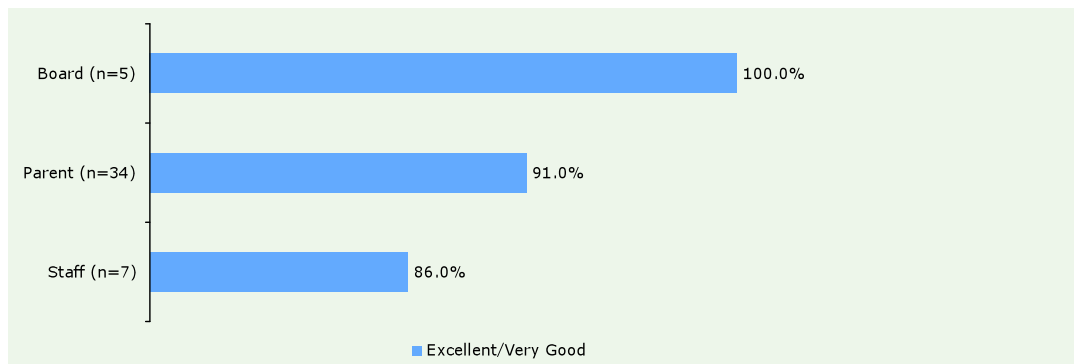


Figure Z-2: How would you compare the overall quality of education to that of other schools?

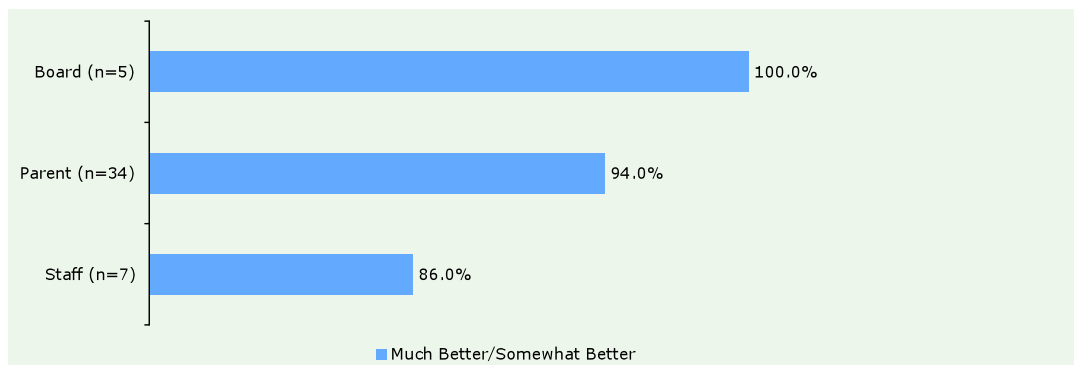
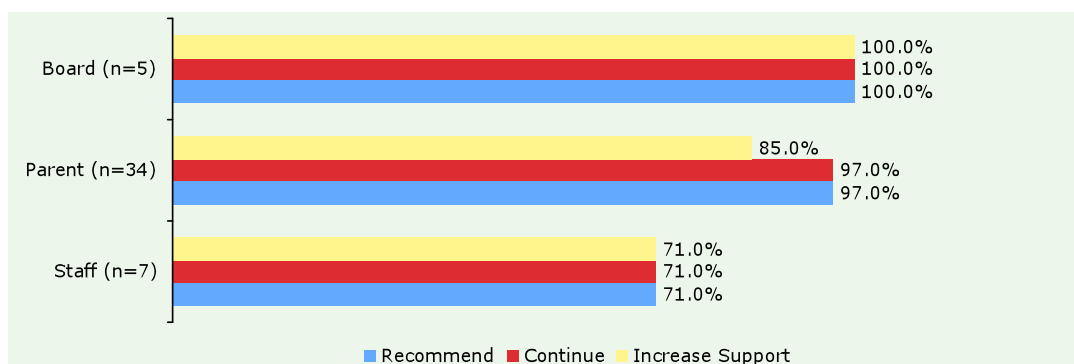


Figure Z-3: How likely are you to...Recommend the School/Continue at the School/Increase Support to your School
*Totals Include Extremely and Very Likely Responses





IMAGINE MASTER ACADEMY *of* BSU Charter Schools

“Belong - Believe - Achieve”



2000 North Wells Street
Building #6
Fort Wayne, IN 46808
(260) 420-8395

www.imaginemasteracademy.com

Grades ServedK-6
2007-2008 Enrollment476
Enrollment at capacity525

Year Opened: 2007-2008
Final Year in Current Contract: 2011-2012

Imagine MASTER
Academy

Mission

The purpose of Imagine MASTER Academy is to provide students with an academically excellent learning opportunity by offering challenging curricula richly infused with music, arts, science, and technology, designed to engage all in the learning process, by maintaining a caring learning environment of affirmation; by working with parents and the local community to offer opportunities that further develop the intellect and character of those who choose to attend, and by utilizing innovative teaching techniques in order to prepare all students for success in the ever-growing global community of the future.

“A constitutional democracy such as ours does not rest only on the principle of political equality—the equal status of citizenship. It is also committed to the principle of equal educational opportunity—equal in quality, not just in quantity. The one without the other makes democracy a sham and a delusion.”

—Mortimer J. Adler, *Paideia Problems and Possibilities*

Educational Program

Imagine curriculum and assessments are aligned with, and meet or exceed, Indiana Academic Standards through the use of state approved, standard-aligned textbooks. Lesson plans are developed through the use of the Understanding by Design model, planning methods that ensure mastery by first establishing outcomes desired.

Demographic Summary

Imagine Master Academy's student population is 65.5% white, 13.7% Hispanic, 10.5% black, and 10.3% other. Nearly 60% of the students receive free and reduced cost lunch, similar to Ft. Wayne Community schools but higher than the state average. The percent of students receiving special education services (8.5%) is lower than area schools and the state average (Figure X-3).

Academic Progress

ISTEP+ results for Imagine MASTER Academy were better for the content area subtests than for the percent passing both tests. In English/language arts, results were similar to those of Ft. Wayne Community Schools and were slightly lower than the state average. In math, scores of Imagine MASTER's students were lower than both the Ft. Wayne schools and the state average. The exception to this is found at the sixth-grade level, where MASTER's students scored 73% in math as did Ft. Wayne Community Schools' students (Table Y-2). It should be

noted that these results are not an accurate reflection of the school, as ISTEP + was administered in September shortly after this school opened. Because this was the school's first year of operation, there was no AYP determination for 2007 or category placement. Of students at Imagine MASTER Academy taking NWEA MAP both fall and spring, 38.6% of students met individual reading growth targets, 46.2% met individual language arts targets, and 47.3% met individual math targets.

Constituent Survey

Parents (n=25), staff (n=31), and board (n=0*) responded to the Constituent Survey. When asked about the overall educational quality of the school, 84% of the parents, and 74% of the staff rated it as excellent/very good (Figure Z-1). When it came to comparing the overall quality of education to that of other schools, parents (83%) and staff (80%) rated the school as much better/somewhat

better (Figure Z-2). There was a high rating of the school from the parents and staff when asked how likely they were to recommend, continue, and increase support of their school (Figure Z-3).

*Base size was not large enough to report.

Financial Review

Financially, the school met Ball State University Office of Charter School's expectations in the area of Financial Viability Results. It completed its first year in a financially acceptable position. Expenses exceeded budgeted expenses and revenues were less than budgeted revenues. Expenses appeared to be appropriate. The school completed the year with a small positive cash

balance. The school will need to monitor expense levels compared to revenue in 2008-2009.

The school met Ball State University Office of Charter School's expectations in the area of financial obligations to Ball State University. Payments of all obligations were made within 30 days.

School Improvement

To improve student ISTEP+ performance, Imagine MASTER Academy has taken the following steps:

- Analyzed student reports, proficiency rosters, and grouping reports to determine student strengths and weaknesses.
- Identified areas to become areas of curricular focus.
- Utilized ISTEP+ preparation materials as part of start-up curriculum.
- Developed lessons and inter-disciplinary projects aligned with Indiana State standards.
- Taught writing through the use of "Thinking Maps".
- Administered a six-week summer school program targeting Title I students.

NWEA data is used to improve student achievement in the following ways:

- Used NWEA scores as one criterion for determining Title I student qualification in the program.
- Administered a six-week summer school program targeting Title I students.
- Participated in the "Advanced Reading Challenge".
- Shared Best Practices with staff.
- Focused professional development on intervention strategies to improve scores of Special Education students.

To address deficiencies that might affect AYP status for the 2008-2009 school year, Imagine MASTER Academy has taken the following actions:

- Contacting the homes of students not in attendance.
- Disaggregating special education NWEA scores.

To improve the perceptions of their school in response to the results of the constituent survey, Imagine MASTER Academy has taken the following actions:

- Increased incidence of PAC (Parent Action Committee) meetings.
- Hired an on-campus parent volunteer coordinator, resulting in considerable increase in parent involvement.
- Developed curriculum continually.
- Integrated curricular disciplines.
- Moved students based on individual assessment files.
- Assessed individual student progress regularly, to remain current.



Student Demographics

Figure X-1: Race/Ethnicity Percentages: 2007-2008

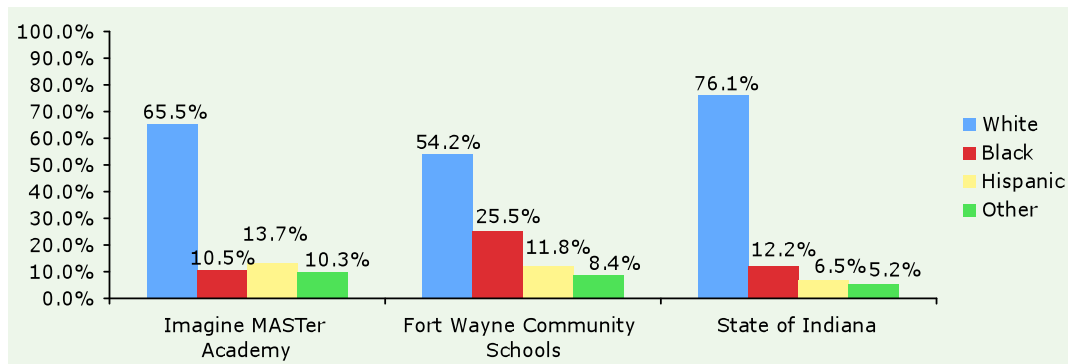


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch: 2007-2008

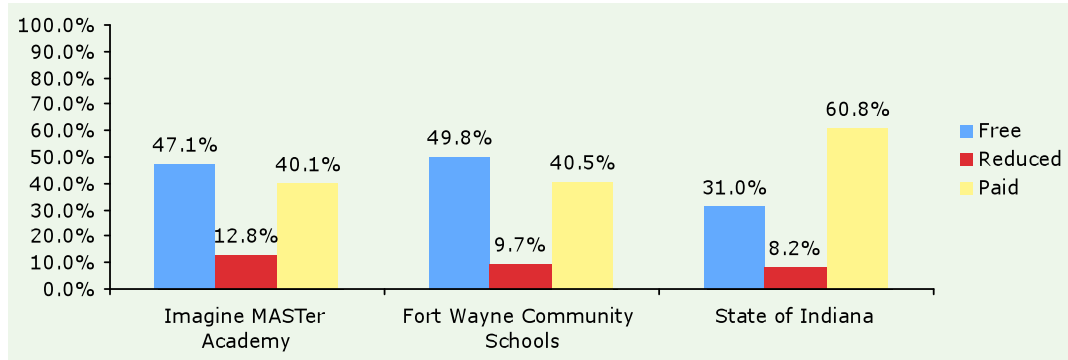
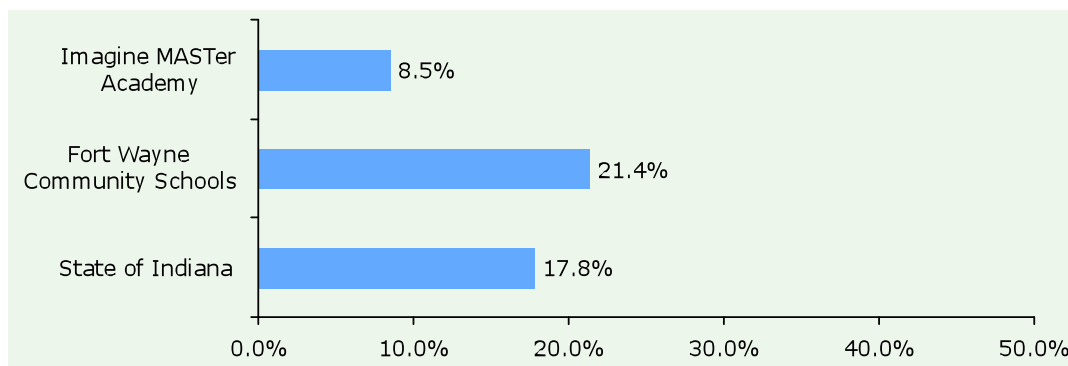


Figure X-3: Percentages of Students in Special Education: 2007-2008



Data Source: Indiana Department Of Education

Program Statistics

Table Y-1: Attendance Rates

Academic Year	Imagine MASTER Academy	Ft. Wayne Community Schools	Indiana
2007-08	95%	95.3%	96%

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		Imagine MASTER	Ft.	Indiana	Imagine MASTER	Ft.	Indiana	Imagine MASTER	Ft.	Indiana
3	73	62%	67%	76%	49%	67%	71%	47%	57%	64%
4	67	64%	68%	75%	58%	74%	76%	48%	61%	67%
5	46	59%	67%	76%	59%	76%	78%	46%	60%	68%
6	67	67%	57%	73%	73%	73%	81%	60%	54%	68%

Table Y-3: NWEA Percent Meeting Target Growth Rate

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
259	38.6%	264	46.2%	264	47.3%

Data Source: NWEA

Schools in their first year of operation do not receive an AYP determination or a PL221 Category Placement

Constituent Surveys

Figure Z-1: How would you rate the overall quality of education?

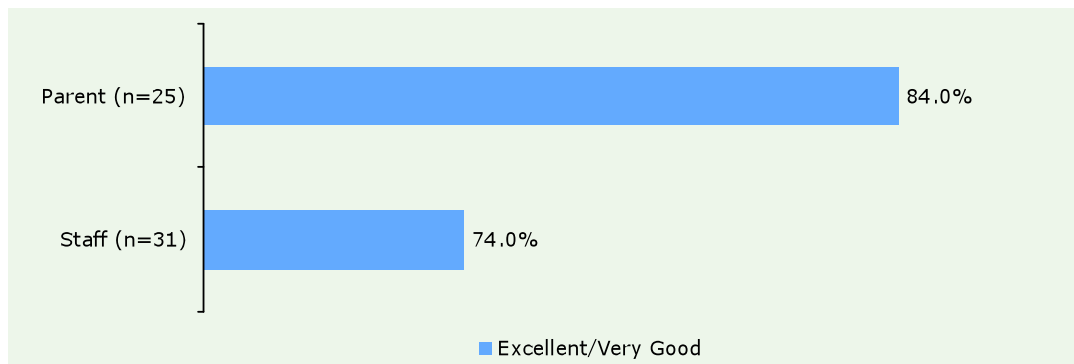


Figure Z-2: How would you compare the overall quality of education to that of other schools?

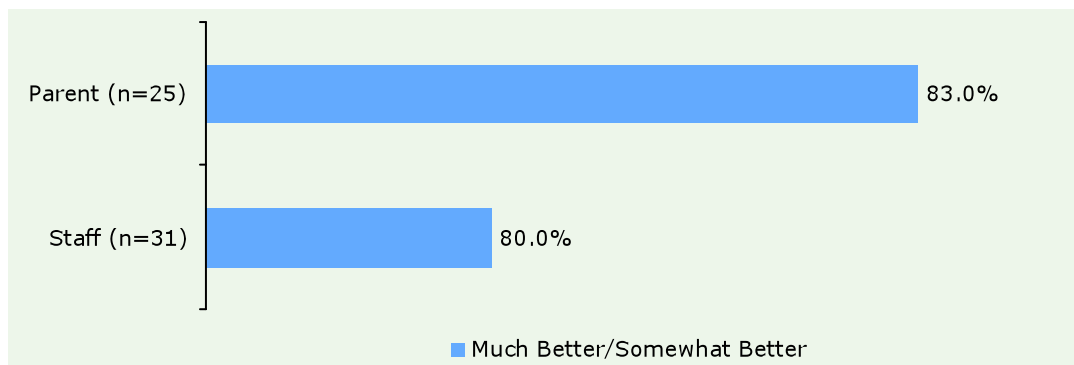
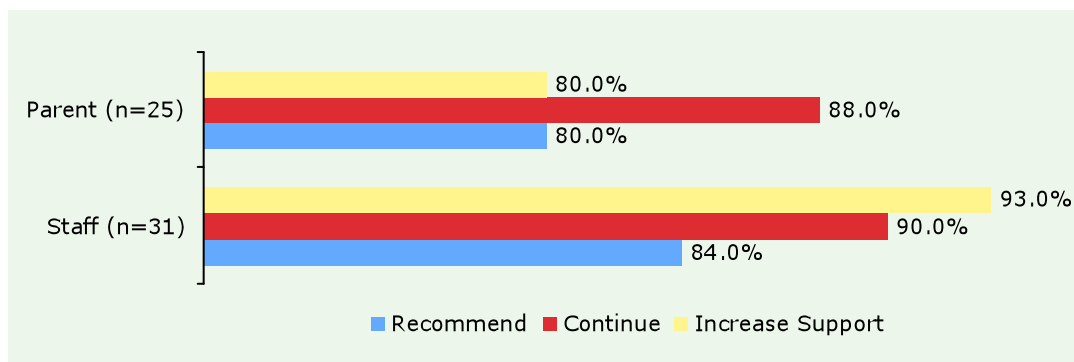


Figure Z-3: How likely are you to...Recommend the School/Continue at the School/Increase Support to your School
*Totals Include Extremely and Very Likely Responses





INDIANA MATH AND SCIENCE ACADEMY - INDY *of* BSU Charter Schools

“Belong - Believe - Achieve”



Mission

The mission of the Indiana Math and Science Academy (IMSA) is to provide an environment of learning for educationally under-resourced students through a rigorous college preparatory program. The school focuses on science, mathematics, and technology in an atmosphere that provides students, parents, and teachers opportunities for continuous growth.

4575 W. 38th Street
Indianapolis, IN 46206
(317) 289-0025

www.imsaindy.org

Grades Served	6-8
2007-2008 Enrollment	182
Enrollment at capacity	225

Year Opened: 2007-2008

Final Year in Current Contract: 2013-2014

Educational Program

Indiana Math and Science Academy is an inner-city, college-preparatory middle and high school created to improve performance in math and science secondary education. In a learning environment of small class sizes, individualized learning, and multiple instructional strategies IMSA brings together best practices in math and science education, empowering our students with high intellectual standards as they prepare for college, careers, and citizenship in the global economy.

Through small class sizes, relationships are personalized between teachers and students. Customized and individualized instruction for each student is central to the teaching approach at the Indiana Math and Science Academy. The mentorship program further supports students and allows strong relationships to develop. Clearly defined high expectations for academic achievement and conduct make no excuses based on the background of students. With an extended school day, week, and year, students are provided with more time in the classroom to acquire the academic knowledge and skills that will prepare them for the nation's best colleges and the world beyond.

The Indiana Math and Science Academy administration and faculty understand that great schools require a high level of student, parent, and community involvement. Parents and teachers are expected to maximally participate in helping students learn through science fair projects, Olympiad competitions, national trips, overseas summer programs, Saturday SAT and ACT educational camps, and all other school-related activities.

Demographic Summary

Indiana Math and Science Academy has a student population that is 75.8% black, higher than the Indianapolis Public Schools and the state average. More than 79% of the students qualify for free and reduced lunch, compared to 79.6% at Indianapolis Public Schools and 39.2% across the state (Figure X-2). The percentage of students receiving special education services is 6.8%, lower than both the neighboring school system and the statewide average.

Academic Progress

ISTEP+ results for sixth- and seventh-grade students at Indiana Math and Science Academy were lower than that of students at IPS and the state average. Eighth-grade students represented the lowest performing grade level, with only 26% passing both tests. About one-third of the eighth-graders passed English/language arts, with math scores much better at 43% (Table Y-2). These scores are not a true reflection of the school as ISTEP+ is administered in September shortly after this school opened. A clearer picture of the school will be possible after ISTEP+

results for 2008 are received. Because this was the first year of operation, Indiana Math and Science Academy did not receive an AYP determination or a category placement for P.L.221. Of students taking NWEA MAP assessment both fall and spring, more than half met the individual growth target in reading and language arts. The percent meeting individual growth targets in math was lower, at 35.7% (Table Y-3).

Constituent Survey

Parents (n=19), staff (n=14), and board (n=0*) responded to the constituent survey. When asked about the educational quality of the school, 83% of parents and 79% of the staff rated it as excellent/very good (Figure Z-1). When it came to comparing the overall quality of education to that of other schools, 94% of the parents and 86% of the staff rated the school as much better/

somewhat better (Figure Z-2). There was a high rating of the school from parents and staff when asked how likely they were to recommend, continue, and increase support of their school (Figure Z-3).

*Base size was not large enough to report.

Financial Review

Financially, the school met Ball State University Office of Charter School's expectations in the area of Financial Viability Results. It completed its first year in a financially acceptable position. Expenses exceeded budgeted expenses and revenues were less than budgeted revenues. Expenses appeared to be appropriate. The school completed the year with a positive cash balance. The school will need to monitor expense levels compared to revenue in 2008-2009.

The school met Ball State University Office of Charter School's expectations in the area of financial obligations to Ball State University. Payments of all obligations were made within 30 days.

School Improvement

To improve student ISTEP+ performance, Indiana Math and Science Academy has taken the following steps:

- Redesigned instruction to help students master content standards.
- Placed students in after-school tutoring classes in core subject areas based on ISTEP and NWEA scores.
- Implemented pull-out program to tutor students based on NWEA and ISTEP + results.
- Utilized NWEA and ISTEP scores in IEP development.
- Conducted Classroom/Student Assessment Revisions in grade-level meetings.
- Focused professional development on intervention strategies.

Student Demographics

Figure X-1: Race/Ethnicity Percentages: 2007-2008

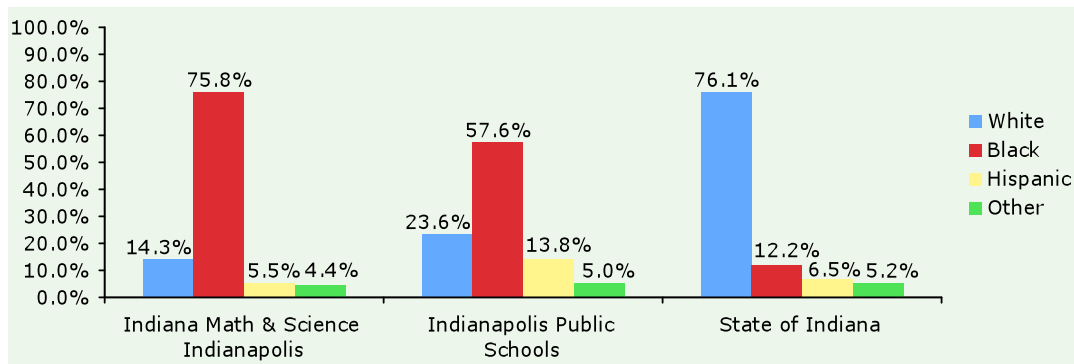


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch: 2007-2008

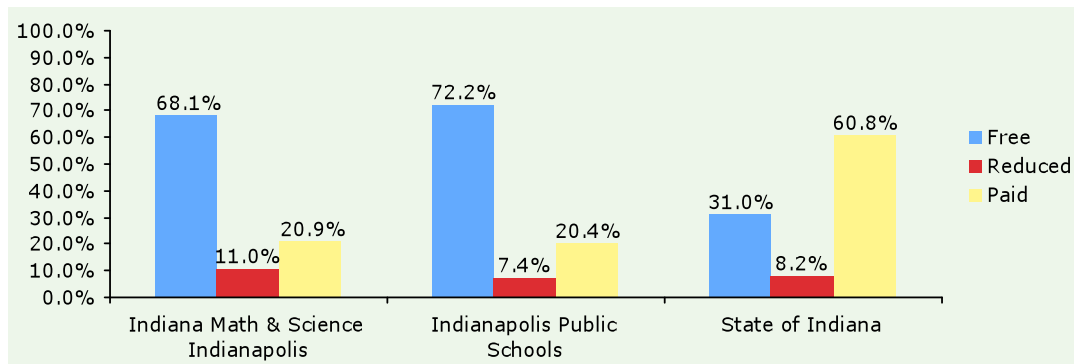
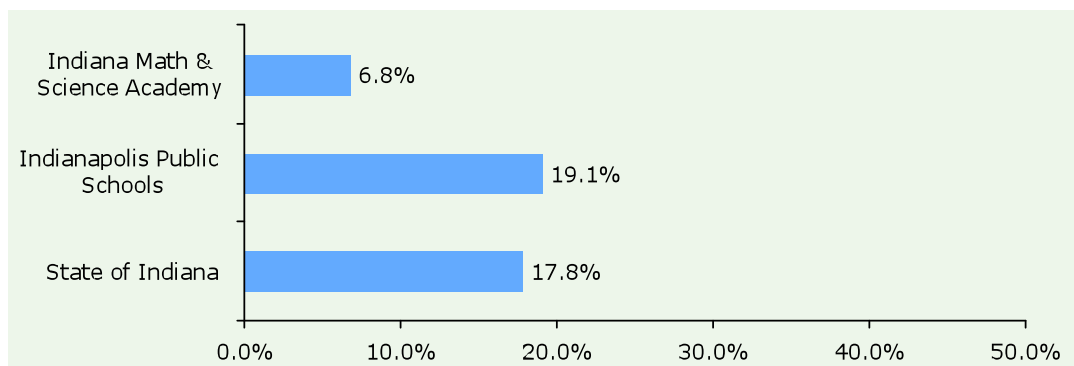


Figure X-3: Percentages of Students in Special Education: 2007-2008



Data Source: Indiana Department Of Education

Program Statistics

Table Y-1: Attendance Rates

Academic Year	Indiana Math and Science Academy	Indianapolis Public Schools	Indiana
2007-08	94.6%	94.1%	96%

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		Math and Science	IPS	Indiana	Math and Science	IPS	Indiana	Math and Science	IPS	Indiana
6	58	47%	53%	73%	53%	70%	81%	40%	48%	68%
7	78	44%	48%	71%	60%	63%	80%	39%	41%	66%
8	51	31%	43%	70%	43%	47%	75%	26%	33%	64%

Table Y-3: NWEA Percent Meeting Target Growth Rate

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
59	50.8%	45	55.6%	84	35.7%

Data Source: NWEA

Schools in their first year of operation do not receive an AYP determination or a PL221 Category Placement

Constituent Surveys

Figure Z-1: How would you rate the overall quality of education?

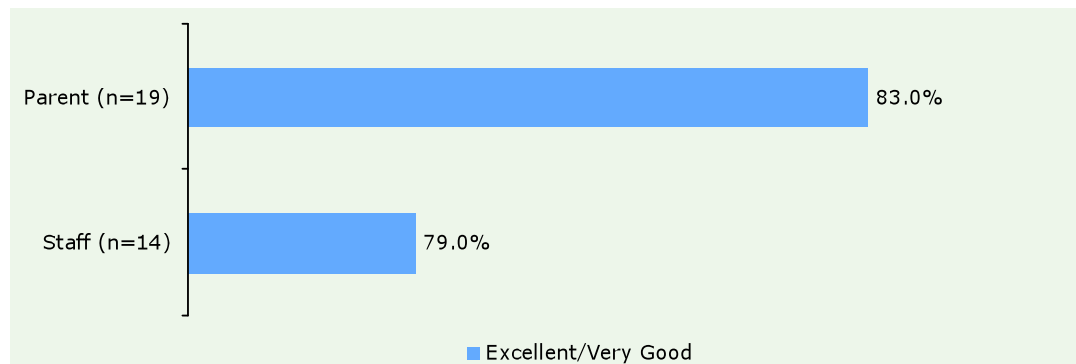


Figure Z-2: How would you compare the overall quality of education to that of other schools?

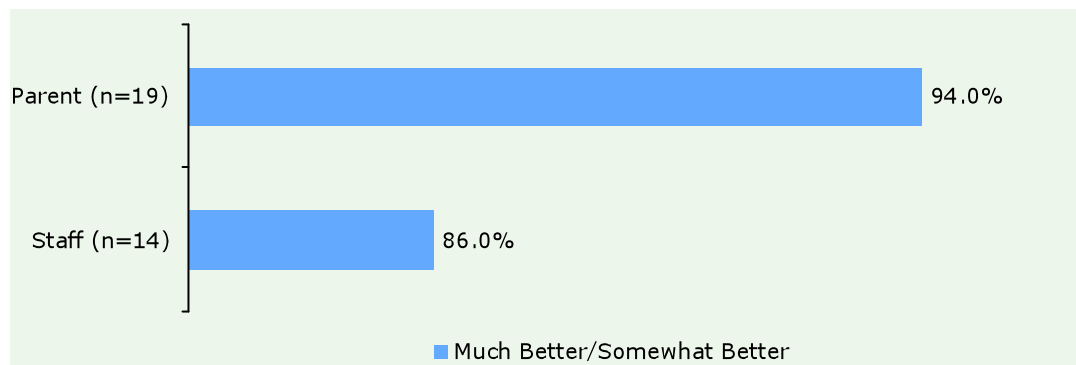
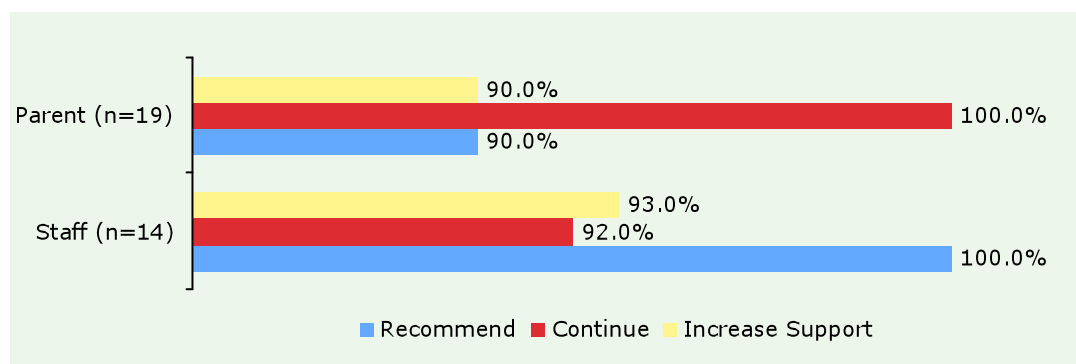


Figure Z-3: How likely are you to...Recommend the School/Continue at the School/Increase Support to your School
*Totals Include Extremely and Very Likely Responses





IRVINGTON COMMUNITY SCHOOL *of* BSU Charter Schools

“A Lighthouse for Learning”



6705 East Julian Avenue
Indianapolis, IN 46219
(317) 357-5359

www.ics-charter.org

Grades Served	K-10
2007-2008 Enrollment	527
2006-2007 Enrollment	460
2005-2006 Enrollment	362
2004-2005 Enrollment	219
2003-2004 Enrollment	129
2002-2003 Enrollment	118
Enrollment at Capacity	534

Year Opened: 2002-2003

Final Year in Current Contract: 2008-2009

Irvington
Community School

Mission

Irvington Community School strives to educate children by providing a proven academic curriculum paired with an arts-and-music component within a safe environment. Irvington Community School emphasizes achievement and strong character education for its students. The school plans to grow to become an excellent K-12 school that will also serve as a resource center for the Irvington area. Irvington Community School works to bring together diverse community groups to strengthen the Irvington community.

Educational Program

Irvington Community School is built upon the premise that a well-conceived, liberal-arts educational program with technologically delivered assessments can help boost student achievement, serve the unique needs of students and families, and offer a new model for effective education in the 21st century. The educational program is designed to provide a comprehensive curriculum with high student expectations.

Demographic Summary

Irvington Community School's population reflects the neighborhood it serves on the east side of Indianapolis. It is less diverse than either the local Indianapolis Public Schools or the statewide average, but much more diverse than the nearby private schools. Irvington's percentage of students on the federal lunch program has grown to more than 40%. The school also serves approximately 11.2% of its students who are in need of special education accommodations, lower than the state average and the local IPS schools (Figure X-3).

Academic Progress

In 2007-2008, Irvington Community School continued its tradition of meeting AYP (Table Y-4), doing so for the fifth time. ISTEP+ percent passing rates are impressive, particularly in comparison with the local IPS schools (Table Y-2). Percent of passing falls at the upper grades, with just about half passing both tests at grades nine and ten. In addition

to meeting AYP, a 5% improvement in ISTEP+ resulted in a category placement of Exemplary Progress for P.L.221. Of the students who completed NWEA MAP assessments in the fall and spring, more than half met individual growth targets in reading and math, with 68% meeting growth targets in language arts.

Constituent Survey

Parents (n=96), staff (n=42), and board (n=9) responded to the constituent survey. While the parents (81%) and board (100%) reported that the overall quality of education in the school was excellent/very good, the staff had a lower rating just 54% (Figure Z-1). When comparing the overall quality of education to that of other schools, 89% of both the board and parents agreed that the school was better/somewhat better than others, while the staff rating for this

question was a 74% (Figure Z-2). When asked how likely they were to recommend, continue, and increase support of their school, the board and parents rated the school above 80% in all three categories. The staff scored very low when asked if they would recommend the school (49%), but scored above 70% in both the continued and increase support category of their school (Figure Z-3).

Financial Review

Financially, the school approached Ball State University Office of Charter School's expectations in the area of Financial Viability Results. It had a number of problems that resulted in a cash flow shortage during the school year, which was the school's sixth year. Expenses exceeded revenues although the original budget indicated the school would have a net income at the end of the year. Irvington Community School researched a number of alternative financing options, and completed the year with a favorable option to refinance and consolidate all its loans. The school received a bridge loan that allowed it to make all its bills current and completed the year with

a positive cash balance. State Board of Account auditors completed an audit for the two years ending June 30, 2007. The audit identified no significant issues.

Due to cash-flow issues, the school did not meet Ball State University Office of Charter School's expectations in the area of financial obligations to Ball State University. Payment of obligations exceeded 60 days at times.

Irvington Community School maintained and submitted an acceptable board-approved, five-year strategic plan during the school year.

Student Improvement

Although Irvington was ranked by the Indiana Department of Education as an “Exemplary” school for progress on the ISTEP+, the school continues to strive to improve student ISTEP+ performance in the following ways:

- Used data to help target underperforming students with small-group work, remediation classes, and extra tutoring and homework help.
- Used ISTEP+ data to help teachers with classroom strategies, to develop small groups for targeted support, and to identify students who need some individual help.
- Identified at-risk students who will benefit from supplementary help from Title I-funded staff.
- Hired a Title I-funded math coach, with the addition of a mathematics aide for 2008-2009.
- Organized a data committee to focus on test data.

NWEA data were used to improve student achievement in the following ways:

- Tracked individual and class growth, in order to help teachers organize individual and small-group work.
- Focused academic coaches' time on individual students and assisting classroom teachers.
- Focused professional development on intervention strategies.
- Shared NWEA results with parents during quarterly conferences.

Although Irvington has met its AYP goals each year, the following actions have been taken to address any areas that might affect AYP status for 2008-2009:

- Improved record-keeping (adoption of the Power School database).
- Tracked absences.
- Communicated more quickly with parents.
- Researched ways to enforce truancy.

To improve the perceptions of their school in response to the results of the constituent survey, Irvington Community School has taken the following actions:

- Worked on better communications, including a new, more accessible Web site.
- Strengthened its student-management program, including Behavior Referral Boards.
- Worked to continue to professionalize its human-resource areas.
- Communicated Irvington Community School's mission and design to staff and teachers during meetings and orientation.
- Included information on what charter schools are, and how to better communicate with families in teacher orientation.



Student Demographics

Figure X-1: Race/Ethnicity Percentages: 2007-2008

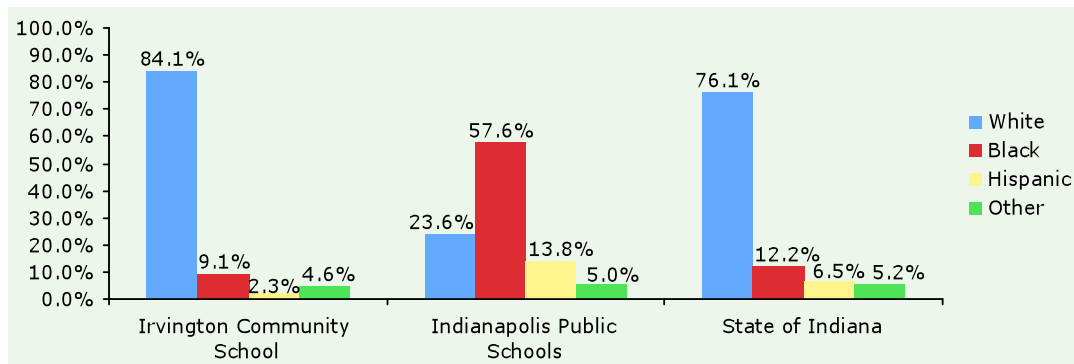


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch: 2007-2008

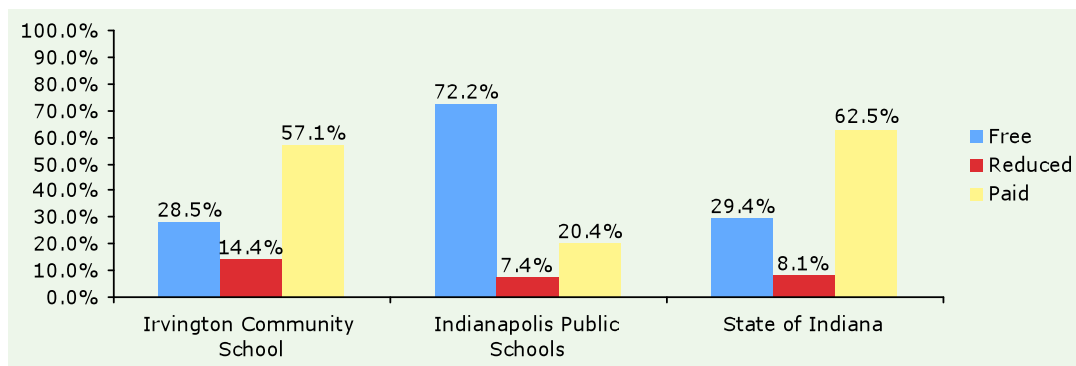
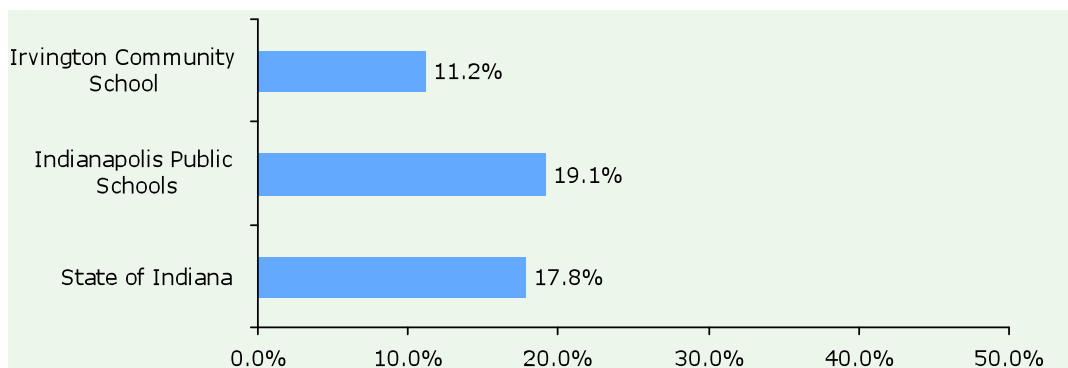


Figure X-3: Percentages of Students in Special Education: 2007-2008



Data Source: Indiana Department Of Education

Program Statistics

Table Y-1: Attendance Rates

Academic Year	Irvington Community School	Indianapolis Public Schools	Indiana
2007-08	95.3%	94.1%	96%

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		Irvington Community	IPS	Indiana	Irvington Community	IPS	Indiana	Irvington Community	IPS	Indiana
3	46	83%	66%	76%	61%	60%	71%	57%	50%	64%
4	46	76%	60%	75%	80%	65%	76%	72%	51%	67%
5	46	87%	60%	76%	76%	62%	78%	76%	48%	68%
6	48	81%	53%	73%	81%	70%	81%	73%	48%	68%
7	46	76%	48%	71%	78%	63%	80%	70%	41%	66%
8	46	61%	43%	70%	70%	47%	75%	46%	33%	64%
9	67	67%	34%	67%	52%	35%	70%	49%	24%	60%
10	54	70%	34%	68%	65%	28%	67%	54%	21%	59%

Table Y-3: PL 221

EXEMPLARY	
Performance: 75.8%	Improvement: 5%

Table Y-4: Adequate Yearly Progress

OVERALL DETERMINATION: YES			ATTENDANCE: YES	
	PERFORMANCE		PARTICIPATION	
	English	Math	English	Math
All Students	Yes	Yes	Yes	Yes
Black	Yes	Yes	Yes	Yes
Free/Reduced Lunch	Yes	Yes	Yes	Yes
Special Ed	Yes	Yes	Yes	Yes

Table Y-5: NWEA Percent Meeting Target Growth Rate

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
390	56.4%	391	68%	391	57.5%

Constituent Surveys

Figure Z-1: How would you rate the overall quality of education?

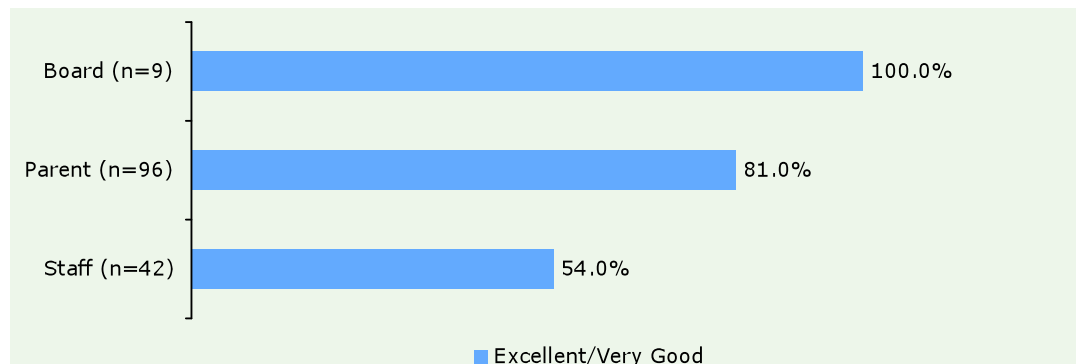


Figure Z-2: How would you compare the overall quality of education to that of other schools?

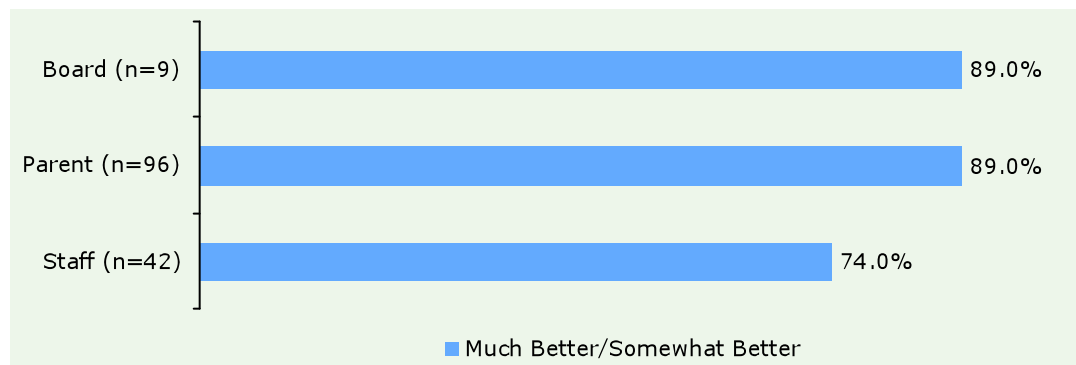
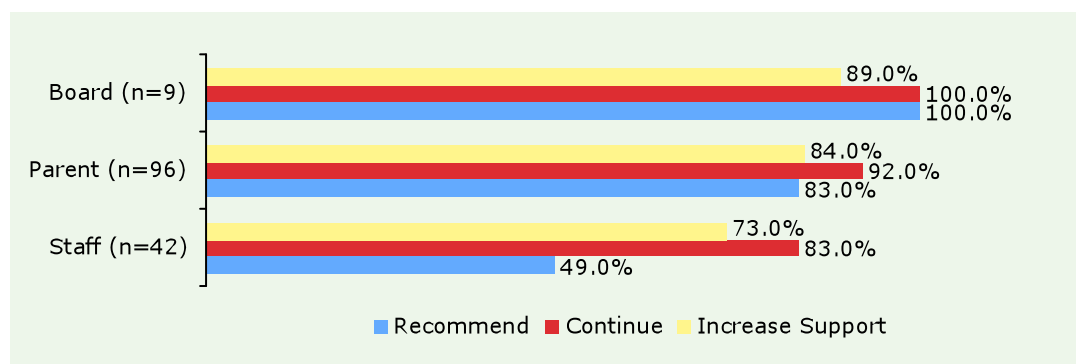


Figure Z-3: How likely are you to...Recommend the School/Continue at the School/Increase Support to your School
*Totals Include Extremely and Very Likely Responses







NEW COMMUNITY SCHOOL *of* BSU Charter Schools

“Nurturing Confident, Creative, and Capable Students”



710 North Street
West Lafayette, IN 47901
(765) 420-9617

www.ncs.lafayette.in.us

Grades Served	K-7
2007-2008 Enrollment	90
2006-2007 Enrollment	73
2005-2006 Enrollment	63
2004-2005 Enrollment	60
2003-2004 Enrollment	46
2002-2003 Enrollment	38
Enrollment at Capacity	90

Year Opened: 2002-2003

Final Year in Current Contract: 2008-2009

Mission

New Community School provides a progressive educational alternative for families in the Lafayette/West Lafayette community. New Community School's mission is to promote each child's emotional, social, and academic growth through creative and exploratory learning experiences. Parents, students, and staff actively share responsibility for the well-being of the school and the growth of confident, creative, and capable students. New Community School offers small classes led by highly educated, caring teachers as well as a strong sense of community. New Community School is a democratic environment in which real and worthwhile choices are available for children within the context of respect, safety, and self-discipline.

Educational Program

New Community School places an emphasis on integrated learning in order to build on the natural curiosity of children. There is also an emphasis on problem formation, critical thinking, and problem solving in order to foster independent thought. The teaching is flexible and responsive to each child's strengths, needs, and style of learning. As a school with a progressive educational philosophy, high value is placed on instruction in art, music, movement, and foreign language acquisition. The school offers opportunities for many levels of parent involvement that range from teaching classes to numerous committee opportunities.

Demographic Summary

New Community School serves a more diverse student population than the community at large. With a primarily Caucasian population, 30% of the student body are of another race or are multiracial. The percentage of NCS students receiving free or reduced lunches is less than Lafayette School Corporation, one of the corporations from which most of the student population comes (Figure X-2). A similar pattern is reflected in regard to the percentage of students in need of special education services, with NCS being slightly below Lafayette School Corporation and above the state average.

Academic Progress

New Community School met the requirements for AYP in 2007 (Table Y-4) and also earned an Exemplary Progress P.L.221 category placement, as a result of 10.2% improvement in overall ISTEP+ results (Table Y-3). Because New Community is a small school, there were three grade levels with groups fewer than ten, a number too low for meaningful percentages to be calculated. At grades four and five, students scored higher than students in the Lafayette School Corporation in all areas

(Table Y-2). Scores were also better than or similar to the state average in grades four and five. Of particular note is that 100% of fifth-graders passed math and 92% of fourth-graders passed English/language arts. Of students tested in both fall and spring on NWEA MAP assessment, 78.6% met individual growth targets in reading and 81% met individual growth targets in language arts. The percentage dropped significantly in math, where only 52.4% were successful in meeting growth targets.

Constituent Survey

Parents (n=45), staff (n=15), and board (n=8) responded to the constituent survey. Eighty percent of the parents, 93% of the staff, and 88% of the board reported that the overall quality of education in the school was excellent/very good (Figure Z-1). When comparing the overall quality of education to that of other schools, the

board, parents, and staff were over 90% in rating the school as much better/somewhat better (Figure Z-2). There was a high rating of the school from the board, parents, and staff when asked how likely they were to recommend, continue, and increase support of their school (Figure Z-3).

Financial Review

Financially, the school exceeded Ball State University Office of Charter School's expectations in the area of Financial Viability Results. It completed its sixth year in a financially healthy position. Per the plan, expenses exceeded revenues. Expenses appeared to be appropriate. The school completed the year with a small positive cash balance and a favorable equity basis. It is anticipated the school will maintain strong finances in the future. State Board of Account auditors completed an audit for the two years ending June 30, 2007. The audit identified no significant issues.

The school did not meet Ball State University Office of Charter School's expectations in the area of financial obligations to Ball State University. Payment of obligations exceeded 60 days at times.

New Community School maintained and submitted an acceptable board-approved, five-year strategic plan during the school year.

School Improvement

To improve student ISTEP+ performance, New Community Charter School has taken the following steps:

- Focused professional development toward meeting needs of individual children.
- Continued responsive classroom training.
- Continued Math Their Way training opportunities.
- Offered gifted and talented education.
- Extended ongoing special education implementation.
- Increased focus on using and implementing general education intervention plans.
- Implemented summer remediation classes for students failing ISTEP+.
- Shared test results across grade levels to inform and align curriculum.
- Continued to provide summer practice packets.
- Provided additional after-school enrichment opportunities for students in science and writing.

NWEA data were used to improve student achievement in the following ways:

- Trained all teachers to use DesCartes manuals to more closely pinpoint different needs for every student.
- Continued to increase math resources and reference materials for teachers.

- Increased math practice in primary grades.
- Provided student goal sheets to stimulate conversations with students about purpose and focus.
- Implemented after-school programming in science and writing.
- Used the after-school program as a resource for curriculum development and revision.

To address deficiencies that might affect AYP status for the 2008-2009 school year, New Community has taken the following actions:

- Continued to focus on good attendance.
- Renewed focus on math performance.
- Provided better testing environments for all students.
- Gave close attention to reading difficulties early.

To improve the perceptions of their school in response to the results of the constituent survey, New Community School has taken the following actions:

- Eliminated the technical difficulties with the survey that resulted in low participation.
- Improved safety and cleanliness of building, secured a second site to ease overcrowding.
- Improved communication.
- Improved board/parent liaisons.



Student Demographics

Figure X-1: Race/Ethnicity Percentages: 2007-2008

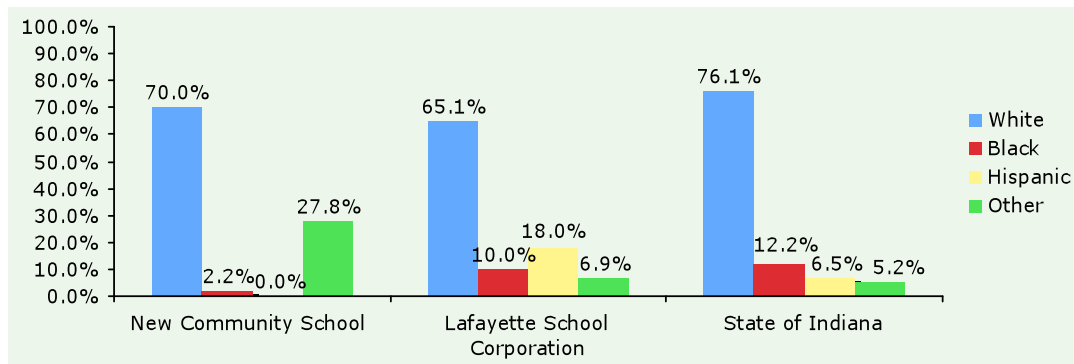


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch: 2007-2008

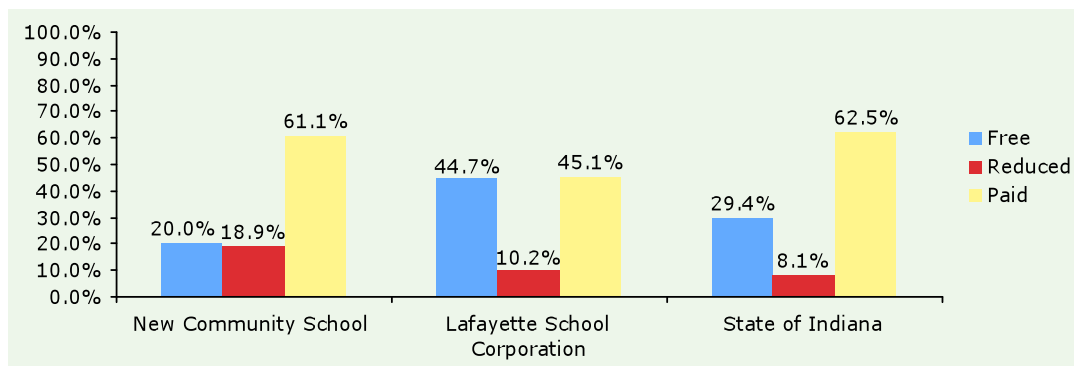
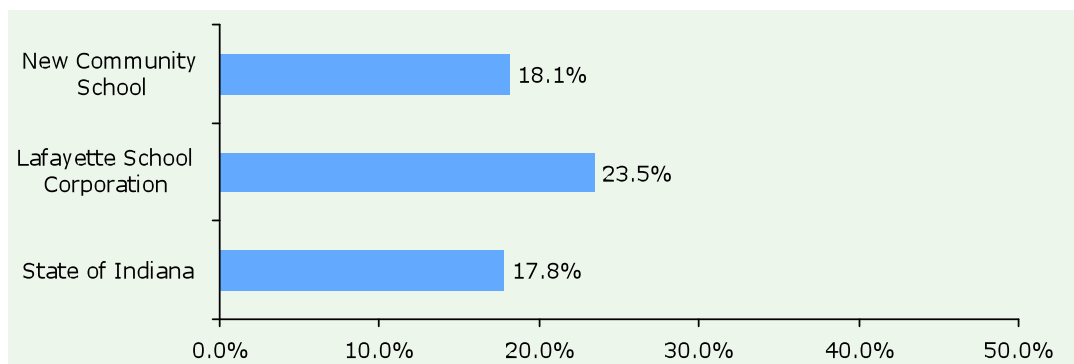


Figure X-3: Percentages of Students in Special Education: 2007-2008



Data Source: Indiana Department Of Education

Program Statistics

Table Y-1: Attendance Rates

Academic Year	New Community School	Lafayette School Corporation	Indiana
2007-08	94.5%	95.8%	96%

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		New Community	Laf. Corp.	Indiana	New Community	Laf. Corp.	Indiana	New Community	Laf. Corp.	Indiana
3	9	***	68%	76%	***	59%	71%	***	52%	64%
4	12	92%	63%	75%	75%	65%	76%	75%	54%	67%
5	12	67%	62%	76%	100%	65%	78%	67%	53%	68%
6	6	***	65%	73%	***	66%	81%	***	54%	68%
7	7	***	63%	71%	***	69%	80%	***	56%	66%

***Percentages are not calculated for grades in which less than 10 students were tested.

Table Y-3: PL 221

EXEMPLARY
Performance: 82.7%
Improvement: 10.2%

Table Y-4: Adequate Yearly Progress

OVERALL DETERMINATION: YES		ATTENDANCE: YES		
PARTICIPATION				
	English	Math	English	Math
All Students	Yes	Yes	Yes	Yes

Table Y-5: NWEA Percent Meeting Target Growth Rate

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
42	78.6%	42	81%	42	52.4%

Data Source: NWEA

Constituent Surveys

Figure Z-1: How would you rate the overall quality of education?

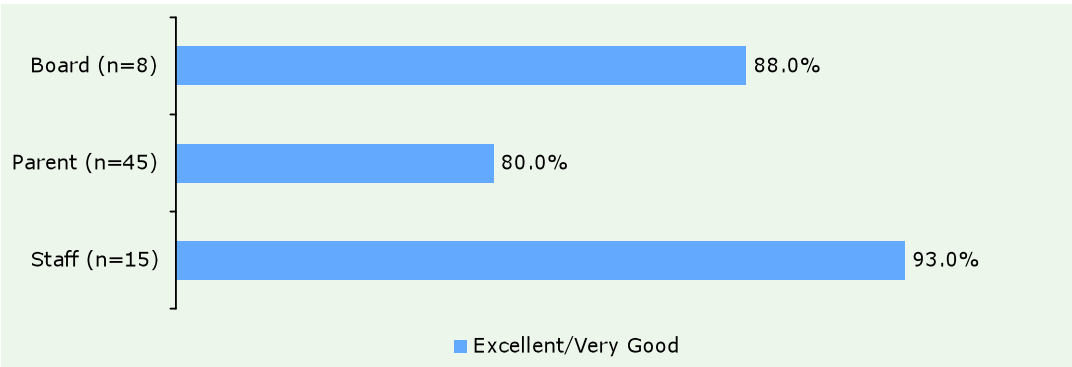


Figure Z-2: How would you compare the overall quality of education to that of other schools?

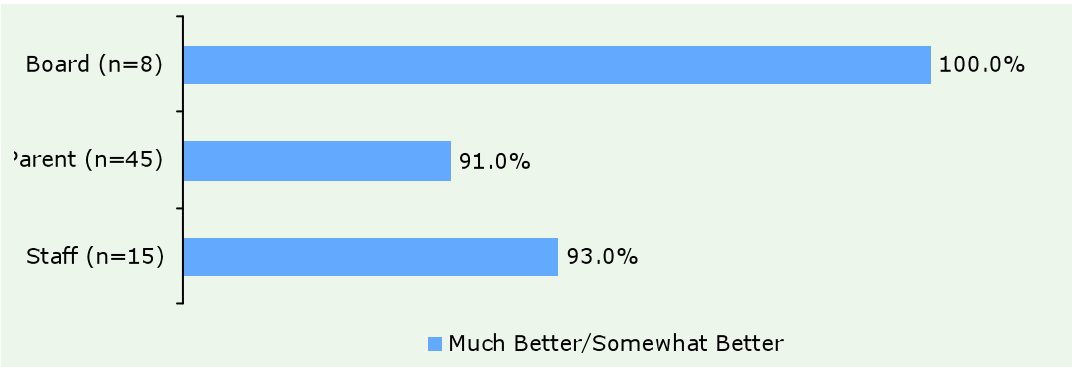
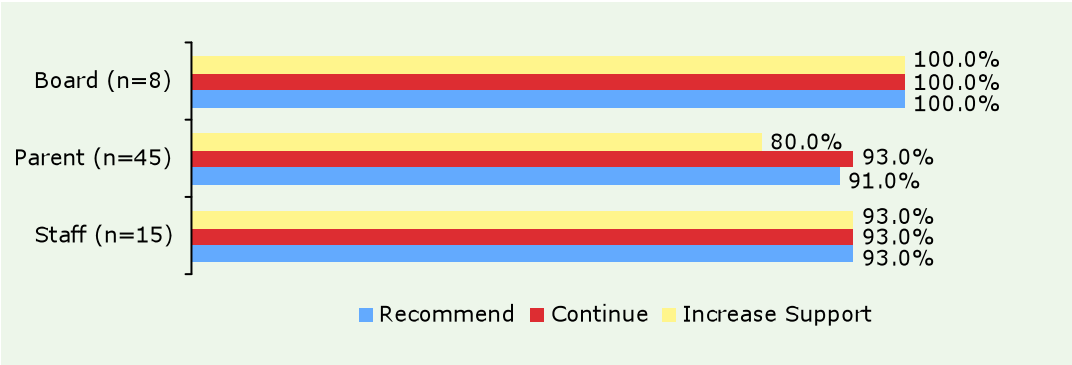


Figure Z-3: How likely are you to...Recommend the School/Continue at the School/Increase Support to you School?
*Totals Include Extremely and Very Likely Responses







OPTIONS CHARTER SCHOOL - CARMEL *of* BSU Charter Schools

“Belong - Believe - Achieve”



530 West Carmel Drive
Carmel, IN 46032
(317) 815-2098

www.optionsined.org

Grades Served	9-12
2007-2008 Enrollment	127
2006-2007 Enrollment	131
2005-2006 Enrollment	128
2004-2005 Enrollment	130
2003-2004 Enrollment	104*
2002-2003 Enrollment	104*
Enrollment at Capacity	130

Year Opened: 2002-2003*

Final Year in Current Contract: 2010-2011

* Options Charter School was authorized by the Carmel-Clay School District during the 02-03 and 03-04 school years.

Mission

The Options Charter School provides a caring community to those students seeking an alternative to the traditional high school program. Utilizing a variety of innovative approaches, the school focuses on the educational success, health and wellness of each student. Options Charter School's purpose is to develop responsible individuals who are skilled problem solvers and caring, productive citizens.

Educational Program

The purpose of Options Charter School is accomplished through an educational program that meets the Indiana Academic Standards for a Core 40 diploma. Teachers in this small learning environment are able to focus on the students' learning styles, talents, developmental levels, and emotional needs. It is a place where those students who have disengaged from the learning process can re-engage, and those students who need a non-traditional approach to learning can flourish. The program progresses from the classroom to the community, as students complete internships and service learning projects with the help of the staff and volunteer mentors from the business sector.

Demographic Summary

Recognized as an alternative school by the Indiana Department of Education, nearly all of the enrolled students have experienced academic failure or performance well below expectations in previous academic settings. There is less diversity than the average of schools statewide. The student population served by Options Charter School—Carmel, is 91.3% white. Only 11% of the population reported qualification for free or reduced lunches, but compared to that of the local public school corporation (6.3%). Options Charter School—Carmel serves a high percentage of students in need of special education services, double that of the statewide average and more than double the average in the nearby Carmel Clay Schools (Figure X-3).

Academic Progress

Options Charter School—Carmel met AYP in 2007 (Table Y-4). The category placement remained at Academic Probation because the improvement rate was 0% (Table Y-3). ISTEP+ scores for students passing both tests were low. The lowest percent on subtests was 27% of tenth-graders who passed the math test. The difference

between Options—Carmel and the neighboring Carmel Clay Schools is significant. Of the students who took the NWEA MAP assessment both fall and spring, more than half met individual growth targets, with 66.7% meeting individual growth targets in language arts.

Constituent Survey

Parents (n=55), staff (n=2*), and board (n=1*) responded to the constituent survey. When asked to rate the overall quality of education, 64% of the parents rated the school as excellent/very good (Figure Z-1). The parents also had a 64% rating of the school as much better/somewhat better when it came to comparing the overall quality of

education to that of other schools (Figure Z-2). Eighty-two percent of parents were likely to recommend, while 91% said they would continue, and 74% would increase support of the school (Figure Z-3).

*Base size was not large enough to report.

Financial Review

Financially, the school exceeded Ball State University Office of Charter School's expectations in the area of Financial Viability Results. It completed its sixth year in a financially healthy position. Revenue exceeded expenses, resulting in a positive net income position. Expenses appeared to be appropriate. The school completed the year with a positive cash balance and a favorable equity basis. It is anticipated the school will maintain strong finances in the future. State Board of Account auditors completed an audit for the two years ending June 30, 2007. The audit identified three issues. All issues were addressed by Options—Carmel.

The school met Ball State University Office of Charter School's expectations in the area of financial obligations to Ball State University. Payments of all obligations were made within 30 days.

Options—Carmel maintained and submitted an acceptable board-approved, five-year strategic plan during the school year.

School Improvement

To improve student ISTEP+ performance, Options Charter School - Carmel has taken the following steps:

- Used ISTEP+ data to establish individualized goals for students in their ISP's (Individualized Service Plans).
- Set mastery goals of 75% for students to receive credit in a class.
- Established support to minimize student test phobia and anxiety, and improve participation.

NWEA data were used to improve student achievement in the following ways:

- Incorporated mastery of the writing standards into curriculum.
- Created an ISP (Individual Service Plan) for each student with academic goals based partially upon the NWEA results.
- Shared ISP's with parents twice yearly during student-led parent/advisor conferences.

To address deficiencies that might affect AYP status for the 2008-2009 school year, Options Charter School - Carmel has taken the following actions:

- Hired a director of special education, who serves both the Noblesville and Carmel campuses.
- Implemented an attendance policy that has stricter consequences for non-compliance.
- Instituted positive rewards for good behavior.
- Addressed concerns and phobias over ISTEP testing on an individual basis to minimize test anxiety and improve participation.

To improve the perceptions of their school in response to the results of the constituent survey, Options Charter School - Carmel has taken the following actions:

- Constructed a comprehensive communication plan.
- Included parents and students on both standing and temporary committees.
- Included parents and students in the interviewing process.
- Publicized school-wide projects and events.
- Added a mentorship program.
- Instituted a retreat with the administrative staff and board of directors that focuses on the school's mission and strategic planning to meet that mission.



Student Demographics

Figure X-1: Race/Ethnicity Percentages: 2007-2008

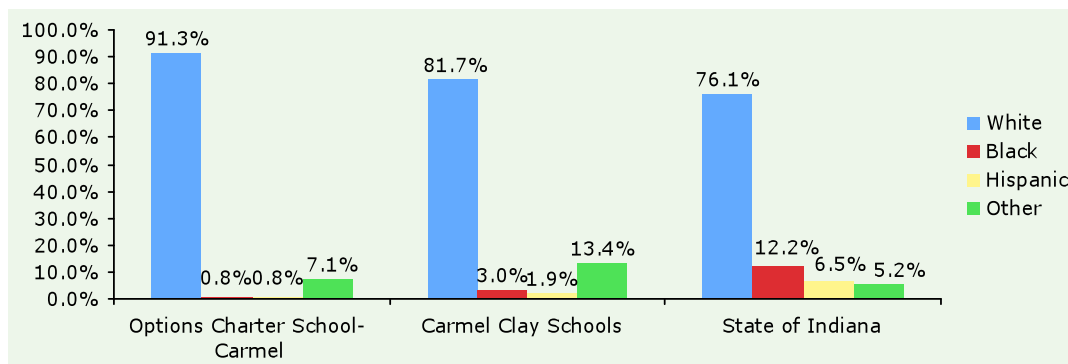


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch: 2007-2008

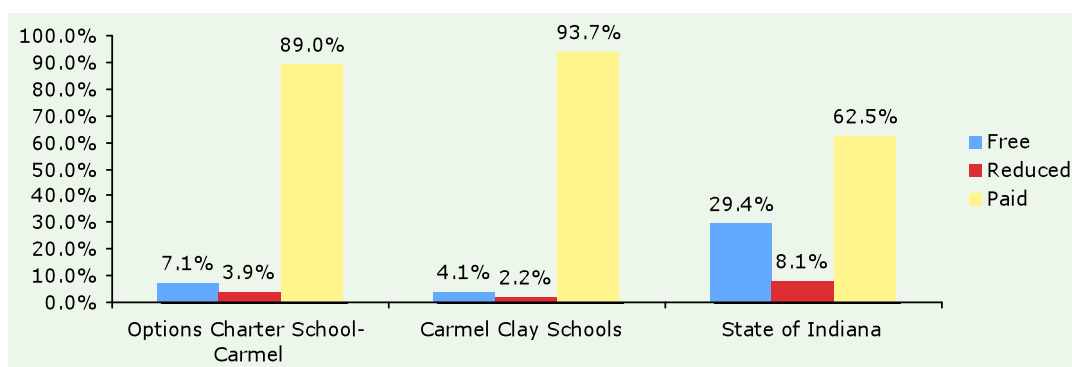
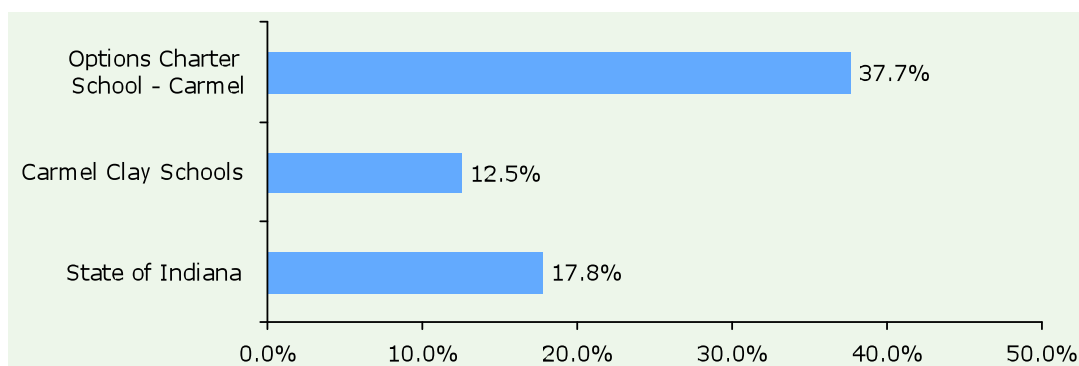


Figure X-3: Percentages of Students in Special Education: 2007-2008



Data Source: Indiana Department Of Education

Program Statistics

Table Y-1: Attendance Rates

Academic Year	Options Charter School - Carmel	Carmel - Clay Schools	Indiana
2007-08	94.8%	96.9%	96%

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		Options CS - Carmel	C. Clay	Indiana	Options CS - Carmel	C. Clay	Indiana	Options CS - Carmel	C. Clay	Indiana
9	12	50%	92%	67%	50%	94%	70%	33%	90%	60%
10	22	59%	92%	68%	27%	95%	67%	18%	90%	59%

Table Y-3: PL 221

ACADEMIC PROBATION	
Performance: 15.4%	Improvement: 0.0%

Table Y-4: Adequate Yearly Progress

OVERALL DETERMINATION: YES			ATTENDANCE: YES	
	PERFORMANCE		PARTICIPATION	
	English	Math	English	Math
All Students	Yes	Yes	N/A	N/A

Table Y-5: NWEA Percent Meeting Target Growth Rate

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
70	60%	69	66.7%	72	59.7%

Constituent Surveys

Figure Z-1: How would you rate the overall quality of education?



Figure Z-2: How would you compare the overall quality of education to that of other schools?

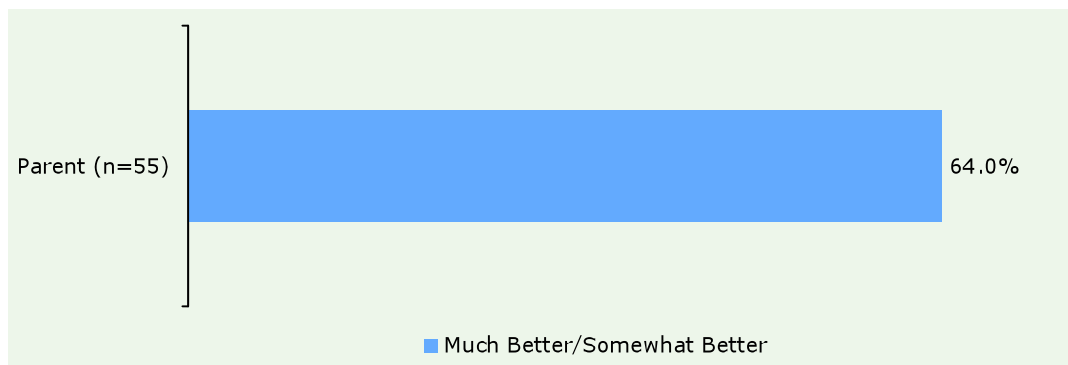
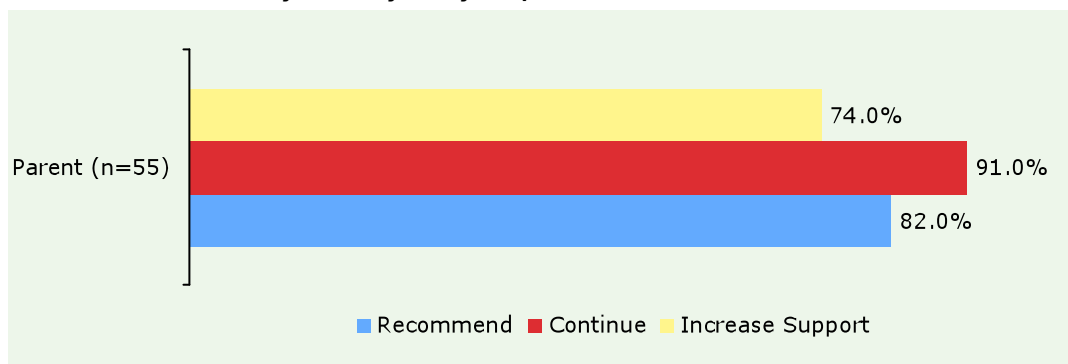


Figure Z-3: How likely are you to... Recommend the School/Continue at the School/Increase Support to you School?
*Totals Include Extremely and Very Likely Responses







OPTIONS CHARTER SCHOOL - NOBLESVILLE

of BSU Charter Schools

“Belong - Believe - Achieve”



9945 Cumberland Pointe Road
Noblesville, IN 46060
(317) 815-2098

www.optionsined.org

Grades Served	9-12
2007-2008 Enrollment	129
2006-2007 Enrollment	109
Enrollment at capacity	130

Year Opened: 2006-2007
Final Year in Current Contract: 2012-2013

Mission

The Options Charter School provides a caring community to those students seeking an alternative to the traditional high school program. Utilizing a variety of innovative approaches, the school focuses on the educational success, health, and wellness of each student. Our purpose is to develop responsible individuals who are skilled problem solvers and caring, productive citizens.

Educational Program

The purpose of Options Charter School is accomplished through an educational program that meets the Indiana Academic Standards for a Core 40 diploma. Teachers in this small learning environment are able to focus on the students' learning styles, talents, developmental levels, and emotional needs. It is a place where those students who have disengaged from the learning process can re-engage, and those students who need a non-traditional approach to learning can flourish. The program progresses from the classroom to the community, as students complete internships and service-learning projects with the help of the staff and volunteer mentors from the business sector.

Demographic Summary

The Options Charter School—Noblesville opened in the fall of 2006. It is recognized as an alternative school by the Indiana Department of Education. Nearly all of the enrolled students have experienced academic failure or performance well below expectations in previous academic settings. The student population is similar to surrounding schools in the Noblesville district in its lack of diversity. This nearly all-white high school reflects the ethnic demographics of its local community, if not the statewide averages. The percentage of students in need of economic assistance is higher than the local average, 20.2%. The school differs significantly from the other area public schools in the percentage of students receiving special education services. At 34.6%, Options—Noblesville has nearly double the percentage of students in Noblesville schools or in the statewide average (Figure X-3).

Academic Progress

Options Charter School—Noblesville did not meet AYP due to participation rate, rather than student achievement results (Table Y-4). Students did show a 12.8% improvement in overall ISTEP+ results, earning a Commendable Progress category placement for P.L.221 (Table Y-3). Ninth-grade results on ISTEP+ were much better than results for tenth grade, where only 23% passed both tests. Tenth-graders had better results in

English/language arts (40%) than in math (28%). Both ninth- and tenth-grade scores were lower than those of the neighboring Noblesville Schools or the state average. More than half of the students who completed NWEA MAP in both fall and spring met individual growth targets in language arts and math. Sixty-one-and-a-half percent of students met individual growth targets in reading (Table Y-5).

Constituent Survey

Parents (n=41), staff (n=9), and board (n=1*) responded to the constituent survey. Eighty-three percent of the parents reported that the overall quality of education in the school was excellent/very good, while the staff rated the overall quality at 56% (Figure Z-1). Parents (85%) said the school was much better/somewhat better when it came to comparing the overall quality of education to that of other schools. The staff (56%) was much lower when it

compared the overall quality of education to that of other schools (Figure Z-2). There was a high rating in all three categories of the school from both the parents and staff when asked how likely they were to recommend, continue, and increase support of their school (Figure Z-3).

*Base size was not large enough to report.

Financial Review

Financially, the school exceeded Ball State University Office of Charter School's expectations in the area of Financial Viability Results. It completed its second year in a financially healthy position. Revenue exceeded expenses, resulting in a positive net income position. Expenses appeared to be appropriate. The school completed the year with a small positive cash balance. It is anticipated the school will maintain strong finances in the future. State Board of Account auditors completed an audit for the year ending June 30, 2007. The audit identified one issue. The issue was addressed by Options—Noblesville.

The school met Ball State University Office of Charter School's expectations in the area of financial obligations to Ball State University. Payments of all obligations were made within 30 days.

Options—Noblesville maintained and submitted an acceptable board-approved, five-year strategic plan during the school year.

School Improvement

To improve student ISTEP+ performance, Options Charter School - Noblesville has taken the following steps:

- Established individualized goals for students in their ISP's (Individualized Service Plans) using ISTEP+ data.
- Set mastery goals of 75% for students to receive credit for a class.
- Established support to minimize student test phobia and anxiety.

NWEA data were used to improve student achievement in the following ways:

- Incorporated mastery of the writing standards into curriculum.
- Created an ISP (Individual Service Plan) for each student with academic goals based partially upon the NWEA results.
- Shared ISP's with parents twice yearly during student-led parent/advisor conferences.

To address deficiencies that might affect AYP status for the 2008-2009 school year, Options Charter

School - Noblesville has taken the following actions:

- Hired a director of special education, who serves both the Noblesville and Carmel campuses.
- Implemented an attendance policy that has stricter consequences for non-compliance.
- Instituted positive rewards for good behavior.

To improve the perceptions of their school in response to the results of the constituent survey, Options Charter School - Noblesville has taken the following actions:

- Constructed a comprehensive communication plan.
- Included parents and students on both standing and temporary committees.
- Included parents and students in the interviewing process.
- Publicized school-wide projects and events.
- Added a mentorship program.
- Instituted a retreat with the administrative staff and board of directors that focuses on the school's mission and strategic planning to meet that mission.



Student Demographics

Figure X-1: Race/Ethnicity Percentages: 2007-2008

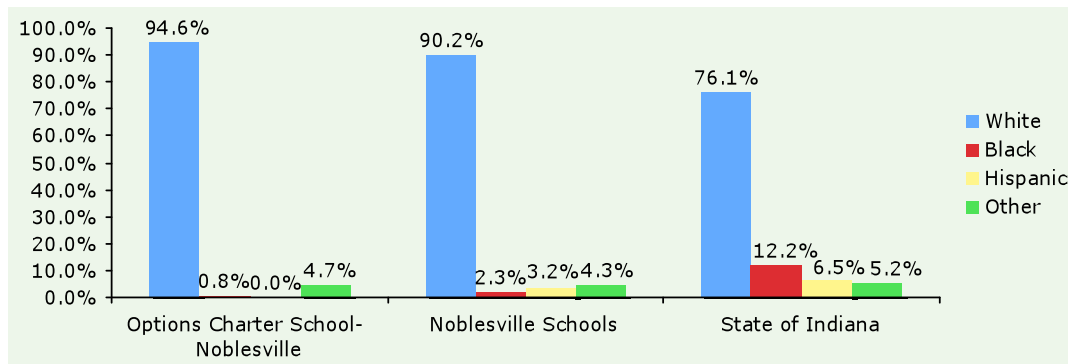


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch: 2007-2008

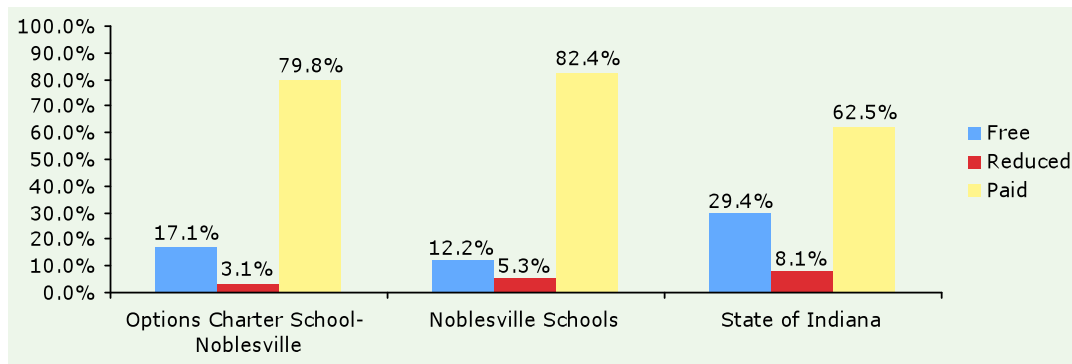
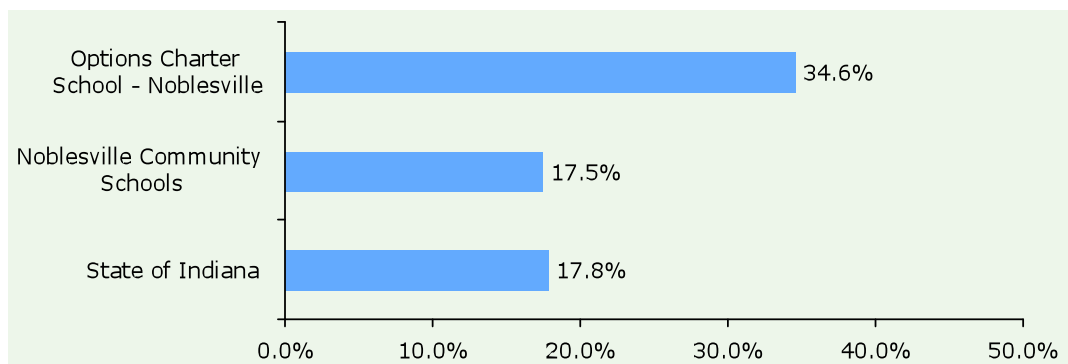


Figure X-3: Percentages of Students in Special Education: 2007-2008



Data Source: Indiana Department Of Education

Program Statistics

Table Y-1: Attendance Rates

Academic Year	Options Charter School - Noblesville	Noblesville Schools	Indiana
2006-07	93.8%	96.1%	96%

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		Options CS - Noblesville	NbIs.	Indiana	Options CS - Noblesville	NbIs.	Indiana	Options CS - Noblesville	NbIs.	Indiana
9	13	62%	79%	67%	54%	89%	70%	54%	77%	60%
10	43	40%	82%	68%	28%	66%	67%	23%	79%	59%

Data Source: Indiana Department of Education

Table Y-3: PL 221

COMMENDABLE	
Performance: 32.7%	Improvement: 12.8%

Table Y-4: Adequate Yearly Progress

OVERALL DETERMINATION: NO			ATTENDANCE: NO	
	PERFORMANCE		PARTICIPATION	
	English	Math	English	Math
All Students	Yes	Yes	No	No

Table Y-5: NWEA Percent Meeting Target Growth Rate

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
52	61.5%	55	54.5%	76	52.6%

Constituent Surveys

Figure Z-1: How would you rate the overall quality of education?

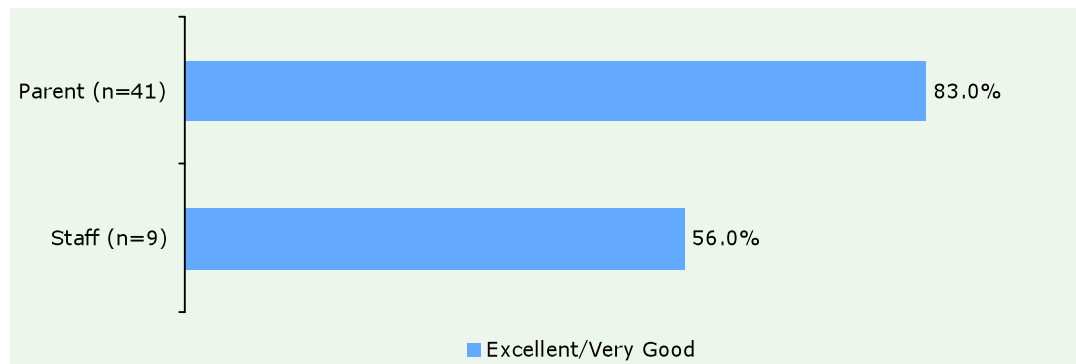


Figure Z-2: How would you compare the overall quality of education to that of other schools?

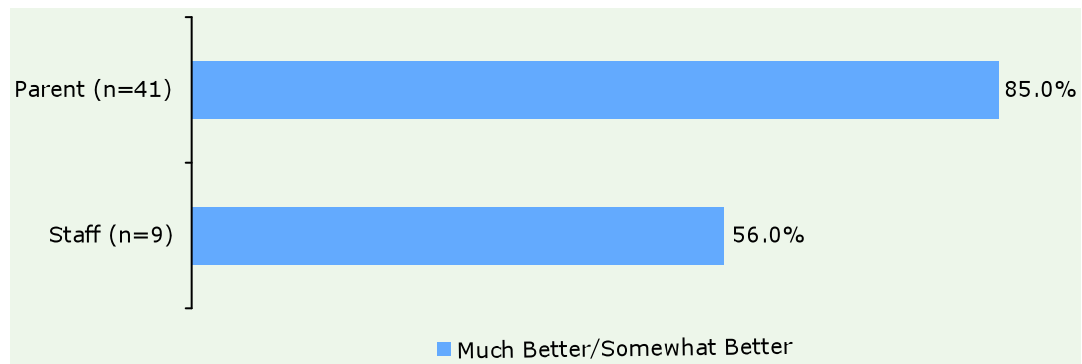
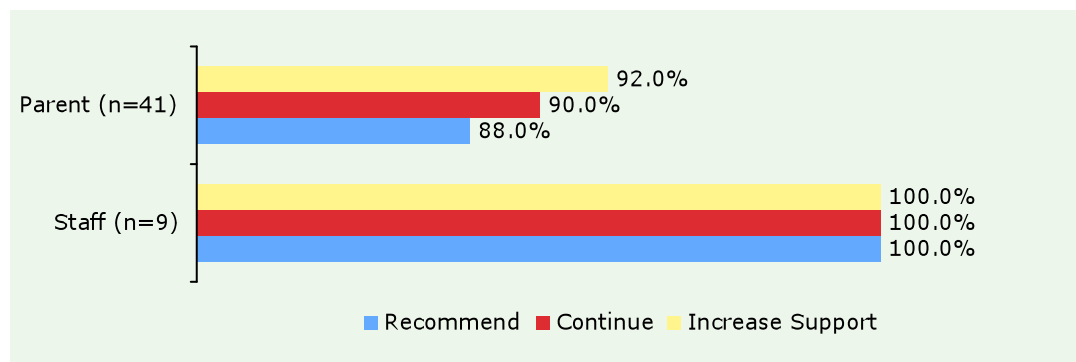


Figure Z-3: How likely are you to... Recommend the School/Continue at the School/Increase Support to your School
*Totals Include Extremely and Very Likely Responses?







TIMOTHY L. JOHNSON ACADEMY *of* BSU Charter Schools

“A Different Kind of Public School”



7908 South Anthony Boulevard
Fort Wayne, IN 46816
(260) 441-8727

www.optionsined.org

Grades Served	K-5
2007-2008 Enrollment	187
2006-2007 Enrollment	224
2005-2006 Enrollment	226
2004-2005 Enrollment	277
2003-2004 Enrollment	218
2002-2003 Enrollment	174
Enrollment at Capacity	225

Year Opened: 2002-2003

Final Year in Current Contract: 2008-2009

Timothy L. Johnson
Academy

Mission

Timothy L. Johnson Academy was established to serve students who are at risk due to economic, educational, or social disadvantage. The academy provides a choice in the array of public education alternatives available to parents and children to better suit individual needs. The academy provides a safe, secure, and welcoming environment that has teachers with expertise in specific subject areas dedicated to helping students master the core curriculum. The program provides students with experience-based, hands-on curriculum, an all-day kindergarten, and a focus on the fine and performing arts.

Educational Program

Timothy L. Johnson Academy's curriculum is designed to encourage teachers to work in subject areas in which they are particularly well qualified. Teachers work collaboratively to design and map a sequence of instruction that correlates the content of the four core subject areas throughout the school year. The educational program emphasizes the performing arts as a way of addressing the needs of the whole child. Music, art, and drama are provided as a part of the regular curriculum.

Demographic Summary

Unlike the local Fort Wayne Community School district, which serves a diverse population, nearly all of Timothy L. Johnson Academy students are black. More than half of Fort Wayne Community Schools' students received free or reduced cost lunches in 2006-2007, a higher percentage than the statewide average, but lower than the 94.1% of Timothy L. Johnson Academy students. The school has a lower percentage of students in need of special education services than either the local schools or the statewide average (Figure X-3).

Academic Progress

ISTEP+ scores at TLJ fall below that of the neighboring Ft. Wayne Community Schools and the state average. The highest percent passing is found at 47% for third-grade English/language arts and math and the lowest at 21% for fourth-grade math (Table Y-2). Poor performance in math resulted in the school's not meeting AYP in 2007. The

3.9% improvement overall in ISTEP+ results earned an Academic Watch category placement for P.L.221 (Table Y-3). Of the students tested on NWEA in both fall and spring, nearly half met individual growth targets in language arts and math. Only about one-third (36.3%) met individual growth targets in reading (Table Y-5).

Constituent Survey

Parents (n=43), staff (n=15), and board (n=0*) responded to the constituent survey. Parents (79%) and staff (93%) reported that the overall quality of education was excellent/very good in the school (Figure Z-1). When asked to compare the overall quality of education to that of other schools, 81% of the parents and 100% of the staff rated the school as much better/somewhat better

(Figure Z-2). There was a high rating of the school from the parents and staff of more than 85% in all three categories when asked how likely they were to recommend, continue, and increase support of their school (Figure Z-3).

*Base size was not large enough to report.

Financial Review

Financially, the school exceeded Ball State University Office of Charter School's expectations in the area of Financial Viability Results. The school completed its sixth year in a financially healthy position. Expenses exceeded revenues, as was planned in the budget. Expenses appeared to be appropriate. The school completed the year with a small positive cash balance. Due to planned increases in expenses for purchasing a new school bus for student transportation and additional educational focus, the school moved to a small negative equity position from a positive position the previous year. State Board of Account auditors completed an audit for the

two years ending June 30, 2007. The audit identified four issues. All issues were addressed by Timothy L. Johnson Leadership Academy.

The school met Ball State University Office of Charter School's expectations in the area of financial obligations to Ball State University. Payments of all obligations were made within 30 days.

Timothy L. Johnson Leadership Academy maintained and submitted an acceptable board-approved, five-year strategic plan during the school year.

School Improvement

To improve student ISTEP+ performance, Timothy L. Johnson Academy has taken the following steps:

- Completed ISTEP+ worksheets to identify strengths and weaknesses in classes, grade levels and the school as a whole.
- Developed strategies to improve class, grade, and school areas of weakness.
- Included use of test vocabulary more frequently.
- Modified pacing guides to include measurement earlier in the year.
- Disaggregated ISTEP+ data based in Indiana Educational Standard deficiencies.
- Implemented 6+1 Trait writing.
- Devoted time daily to instruction of problem-solving techniques and answering constructed response questions.

NWEA data were used to improve student achievement in the following ways:

- Used NWEA data strengths and weaknesses as well as the areas of highest growth in each of the classes.
- Used NWEA data to identify the areas of significant differences in abilities in the classroom.
- Grouped students in math and reading using NWEA data.
- Discussed scores with students to create individual goals.
- Employed same strategies used with ISTEP+ to help with NWEA.

To address deficiencies that might affect AYP status for the 2008-2009 school year, Timothy L. Johnson Academy has taken the following actions:

- Wrote Personalized Education Plans for all students grades K-5.
- Awarded students for good attendance.
- Trained teachers in the C.L.A.S.S. (Connected Learning Assures Student Success) methodology.

To improve the perceptions of their school in response to the results of the constituent survey, Timothy L. Johnson Academy has taken the following actions:

- Added Honor Roll and Highest Honor to our list of quarterly achievement awards, including Citizenship and Attendance.
- Implemented several after-school activities including a math and science club, student newsletter, and O Ambassadors.
- Added a second bus.
- Installed a new playground.
- Instituted weekly visits from the technology consultant.
- Scheduled monthly electronic field trips.
- Utilized mobile, wireless computer lab.



Student Demographics

Figure X-1: Race/Ethnicity Percentages: 2007-2008

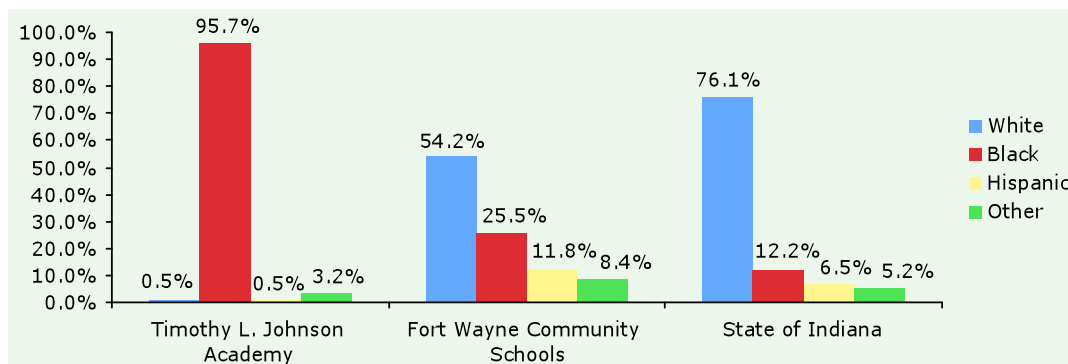


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch: 2007-2008

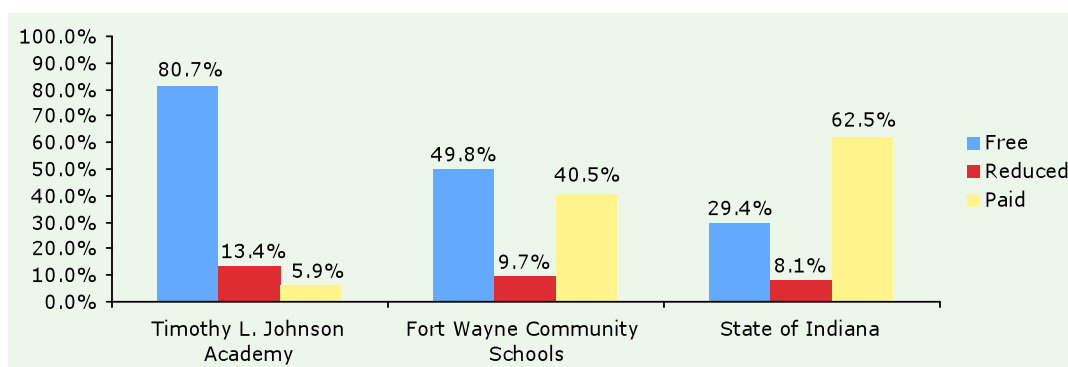
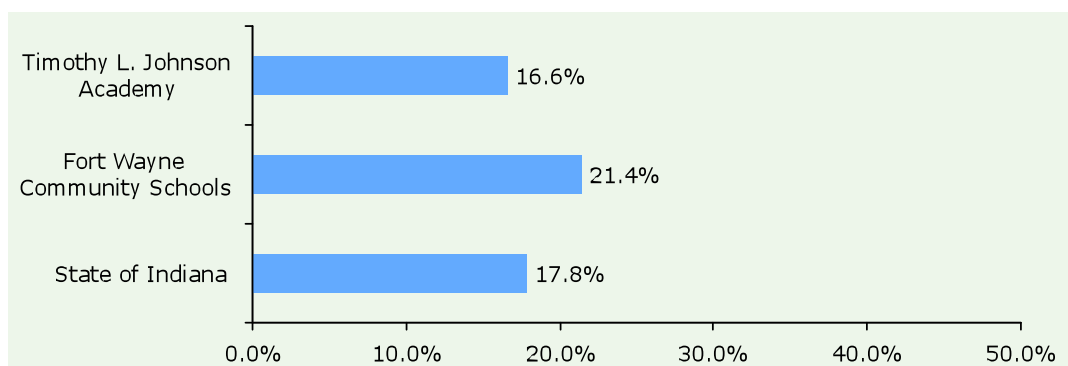


Figure X-3: Percentages of Students in Special Education: 2007-2008



Data Source: Indiana Department Of Education

Program Statistics

Table Y-1: Attendance Rates

Academic Year	Timothy L. Johnson Academy	Ft. Wayne Community Schools	Indiana
2007-08	97.1%	95.3%	96%

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		Timothy L. Johnson	F.W.	Indiana	Timothy L. Johnson	F.W.	Indiana	Timothy L. Johnson	F.W.	Indiana
3	32	47%	67%	76%	21%	67%	71%	16%	57%	64%
4	16	41%	68%	75%	37%	74%	76%	30%	62%	67%
5	8	31%	67%	76%	23%	73%	78%	8%	60%	68%

Table Y-3: PL 221

ACADEMIC WATCH	
Performance: 33.5%	Improvement: 3.9%

Table Y-4: Adequate Yearly Progress

OVERALL DETERMINATION: NO		ATTENDANCE: YES		
	PERFORMANCE		PARTICIPATION	
	English	Math	English	Math
All Students	Yes	No	Yes	Yes
Black	Yes	No	Yes	Yes
Free/Reduced Lunch	Yes	No	Yes	Yes

Table Y-5: NWEA Percent Meeting Target Growth Rate

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
87	36.3%	90	47.8%	91	45.1%

Constituent Surveys

Figure Z-1: How would you rate the overall quality of education?

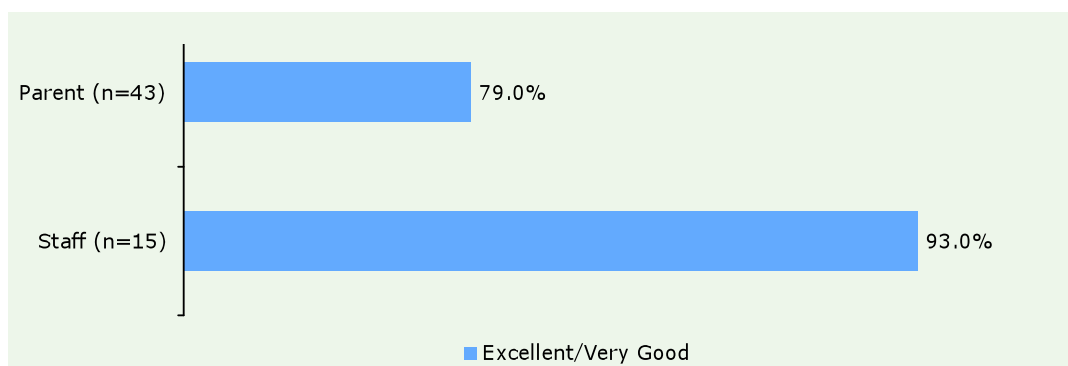


Figure Z-2: How would you compare the overall quality of education to that of other schools?

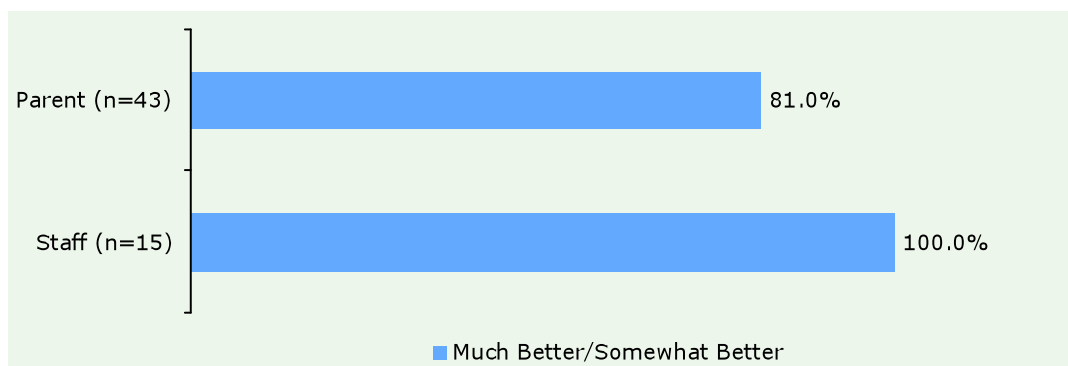
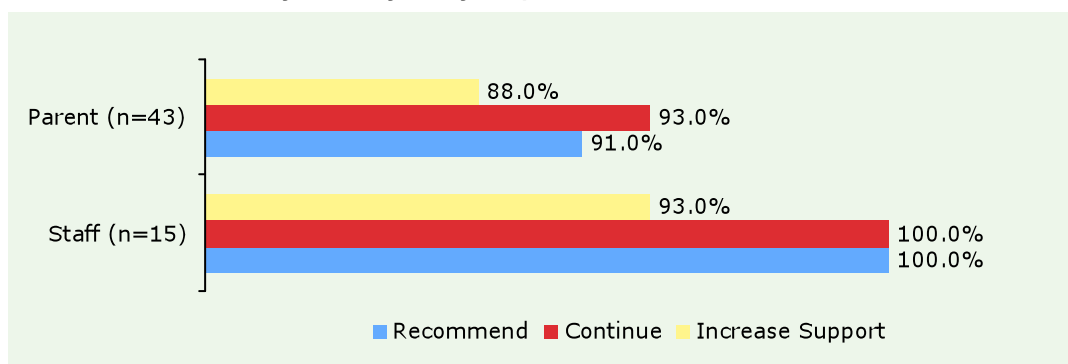


Figure Z-3: How likely are you to... Recommend the School/Continue at the School/Increase Support to your School
*Totals Include Extremely and Very Likely Responses?





SOUTHERN REGION





COMMUNITY MONTESSORI *of* BSU Charter Schools

“Education From Within”



4102 St. Joseph Road
New Albany, IN 47150
(812) 948-1000

www.shiningminds.com

Grades Served	K-9
2007-2008 Enrollment	443
2006-2007 Enrollment	316
2005-2006 Enrollment	286
2004-2005 Enrollment	166
2003-2004 Enrollment	124
2002-2003 Enrollment	75
Enrollment at Capacity	387

Year Opened: 2002-2003

Final Year in Current Contract: 2008-2009

Mission

Respecting children—Engaging families—Encouraging thoughts—Embracing the community. Community Montessori gives children an environment that respects all people and ideas. The school also gives families a vehicle in which to learn cooperatively, have fun, and promote peace. The school family continues to expand minds and use this knowledge to make an impact on the community.

Educational Program

Community Montessori provides a comprehensive educational approach focused on knowing each individual learner and partnering in students' continued growth by connecting knowledge for lifelong learning. Under guidance, children and teens in Community Montessori classrooms learn by making discoveries and asking questions, while cultivating concentration, motivation, self-discipline, and a love of learning.

Demographic Summary

Nearly 89% of Community Montessori students are white, a higher percentage than the surrounding New Albany-Floyd County School district (84.3%), and significantly higher than the statewide average (76.1%).

Although the school does not host a lunch program, families are still asked to fill out the School Nutrition Forms. For those families that completed the forms, a minority of Community Montessori's students (20.3%) is eligible for free or reduced cost lunches. The school also has a lower percentage of students in need of special education services (14%) than either the local schools (19%) or the state average (17.8%).

Academic Progress

The percentage of students passing ISTEP+ English/ language arts and math is more than 50% in all grades with the exception of fifth-grade math. Eighth-grade students demonstrated the highest scores with their percent passing at 81% in both content areas and 69% passing both tests. These scores surpass both the New Albany-Floyd County results for eighth-graders and the results for eighth-graders across the state (Table Y-2).

Community Montessori successfully met the requirements for AYP and because of a 2.7% improvement in ISTEP+ scores, a category placement of Academic Progress was earned. NWEA MAP assessments administered to students in the fall and spring show that about half of the students met the growth targets in reading and language arts. Only 28.7% met the growth targets in math.

Constituent Survey

Parents (n=174), staff (n=36), and board (n=4*) responded to the Constituent Survey. Eighty-seven percent of parents and 75% of staff reported that the overall quality of education was excellent/very good (Figure Z-1). The parents (89%) and staff (86%) rated the school as much better/somewhat better when it came to comparing the overall quality of education to that of other schools (Figure Z-2). Eighty-seven percent of parents stated they

were likely to recommend, 89% would continue, and 80% would increase support of their school. Eighty-one percent of staff would recommend the school, 80% would continue at the school, and 77% would increase their support of the school (Figure Z-3).

*Base size was not large enough to report.

Financial Review

Financially, the school exceeded Ball State University Office of Charter School's expectations in the area of Financial Viability Results. It completed its sixth year in a financially healthy position. Revenue exceeded expenses, resulting in a positive net income position. Expenses appeared to be appropriate. The school completed the year with a positive cash balance, a solid balance sheet, and positive net equity. The school is likely to maintain strong finances in the future. State Board of Account auditors completed an audit for the two years ending June 30, 2007. The audit identified no issues. An

independent audit was also completed during the school year. This audit also identified no issues.

The school approached Ball State University Office of Charter School's expectations in the area of financial obligations to Ball State University. Payment of obligations exceeded 30 days at times.

Community Montessori maintained and submitted an acceptable board-approved, five-year strategic plan during the school year.

School Improvement

To improve student ISTEP+ performance, Community Montessori has taken the following steps:

- Set student goals using ISTEP data to support the individual learner.
- Created an individual learning plan for any child/teen who does not pass the ISTEP+ test.
- Reviewed overall data to determine areas that need attention at specific grade levels.
- Implemented additional in-service and staff meetings to support overall math scores.
- Worked to enhance the development of each learner as well as help to bridge abstract test-taking skills.
- Instituted a differentiated salary structure to reinforce the importance of staff members setting and evaluating individual goals.

NWEA data were used to improve student achievement in the following ways:

- Shared individual progress reports with parents during Parent Partner Conferences throughout the year.
- Worked collaboratively on understanding different NWEA reports and understanding strengths and goals of individual classes.

To improve the overall learning environment, Community Montessori has taken the following actions:

- Aligned the age-level scope and sequence with the Indiana State Standards to further promote understanding of state expectations.
- Increased support for all children/teens with exceptionalities.

- Worked as a team to establish goals aligned with state standards and to promote individual growth.
- Set individual goals for each child/teen based on Indiana State Standards.
- Set individual moral/emotional/social goals to promote reflection, positive self-esteem, and personal responsibility.
- Supported each learner with problem-solving and questioning strategies and encouraged lifelong learning.

To address deficiencies that might affect AYP status for the 2008-2009 school year, Community Montessori has taken the following actions:

- Instilled higher standards for attendance.
- Provided staff support for exceptional learners and individual accommodations to testing.
- Implemented several strategies to improve performance.

To improve perceptions of the school in response to the results of the constituent survey, Community Montessori has taken the following actions:

- Encouraged and expected families to be a part of the learning process by creating ways to be involved at Community Montessori.
- Improved communication to families about the co-teaching model.
- Searched for ways to help families get to know what their child/teen works on each day.
- Encouraged families to visit the school to see that “true learning” can sometimes be very active.



Student Demographics

Figure X-1: Race/Ethnicity Percentages: 2007-2008

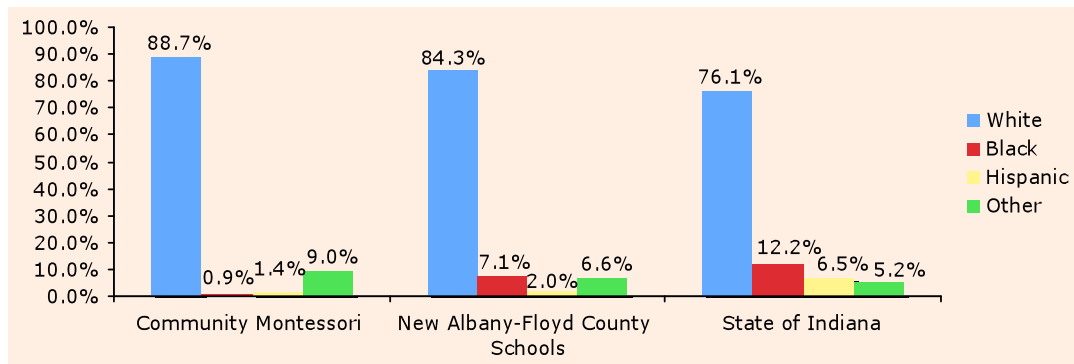


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch: 2007-2008

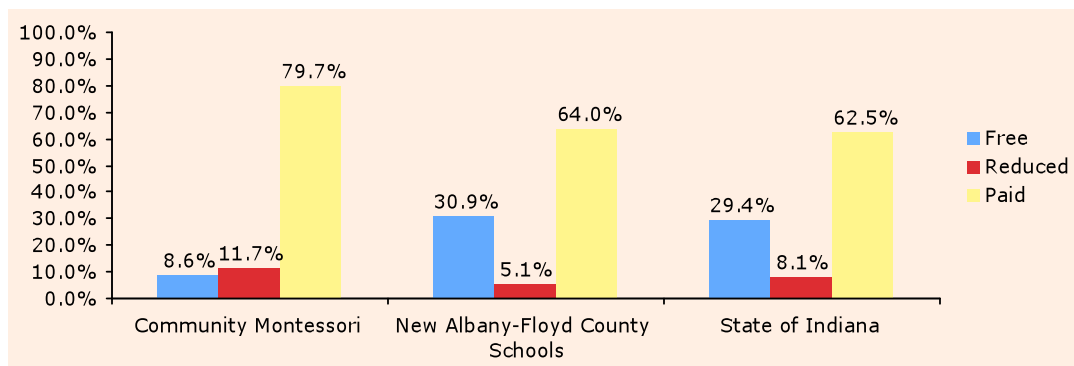
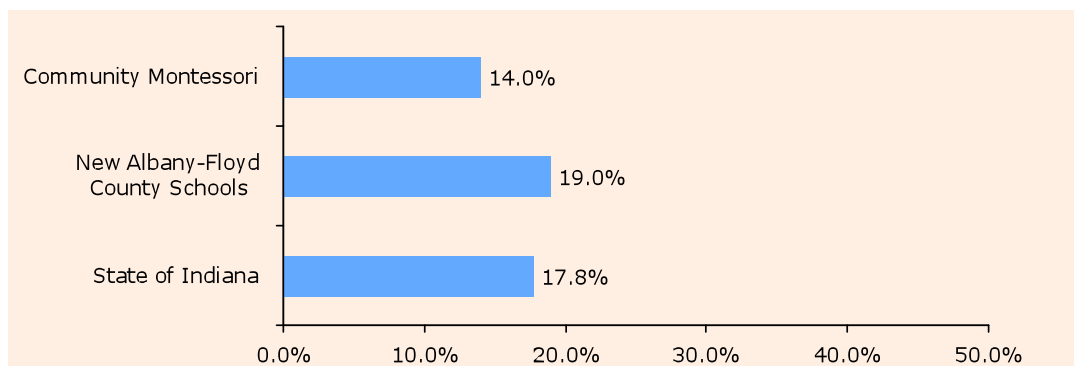


Figure X-3: Percentages of Students in Special Education: 2007-2008



Data Source: Indiana Department Of Education

Program Statistics

Table Y-1: Attendance Rates

Academic Year	Community Montessori	New Albany-Floyd County Schools	Indiana
2007-08	94.9%	95.6%	96%

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		Community Montessori	New Albany	Indiana	Community Montessori	New Albany	Indiana	Community Montessori	New Albany	Indiana
3	47	53%	79%	76%	55%	72%	71%	45%	66%	64%
4	32	66%	72%	75%	59%	73%	76%	41%	65%	67%
5	47	72%	75%	76%	47%	71%	78%	43%	62%	68%
6	19	58%	73%	73%	68%	71%	81%	53%	64%	68%
7	34	68%	71%	71%	56%	75%	80%	44%	64%	66%
8	26	81%	76%	70%	81%	74%	75%	69%	67%	64%

Table Y-3: PL 221

ACADEMIC PROGRESS	
Performance: 66.8%	Improvement: 2.7%

Table Y-4: Adequate Yearly Progress

OVERALL DETERMINATION: YES			ATTENDANCE: YES	
	PERFORMANCE		PARTICIPATION	
	English	Math	English	Math
All Students	Yes	Yes	Yes	Yes
White	Yes	Yes	Yes	Yes

Table Y-5: NWEA Percent Meeting Target Growth Rate

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
234	44.9%	215	50.7%	247	28.7%

Data Source: NWEA

Constituent Surveys

Figure Z-1: How would you rate the overall quality of education?

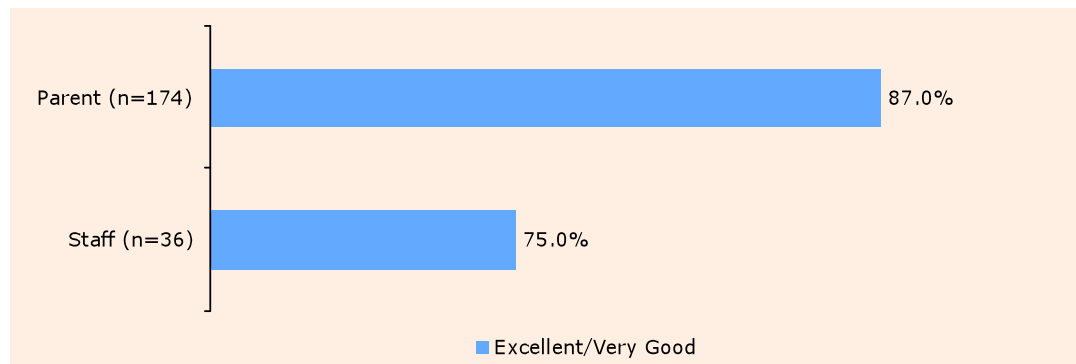


Figure Z-2: How would you compare the overall quality of education to that over other schools?

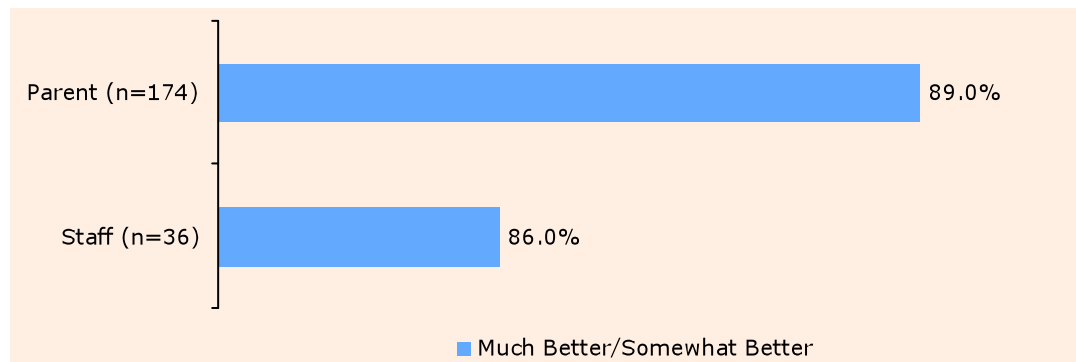
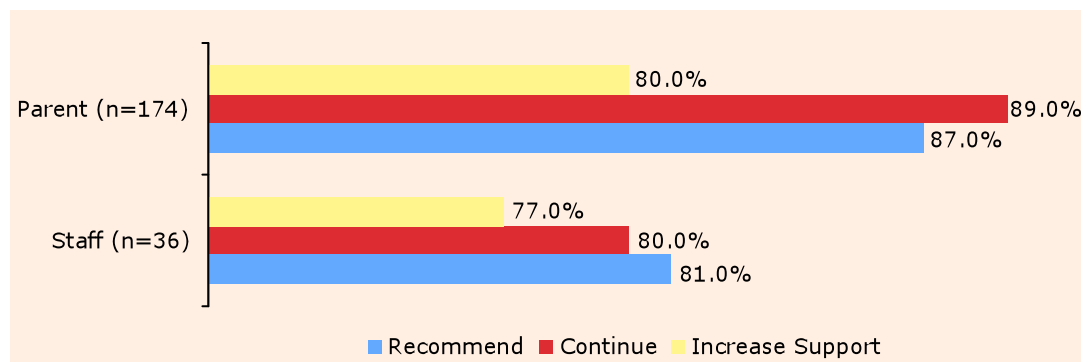


Figure Z-3: How likely are you to... Recommend the School/Continue at the School/Increase Support to your School
*Totals Include Extremely and Very Likely Responses







RURAL COMMUNITY ACADEMY *of* BSU Charter Schools

“A Public School Where Every Child Soars”



P. O. Box 85
Graysville, IN 47852
(812) 382-4500

www.rcsi.k12.in.us

Grades Served	K-8
2007-2008 Enrollment	124
2006-2007 Enrollment	123
2005-2006 Enrollment	99
2004-2005 Enrollment	91
Enrollment at Capacity	171

Year Opened: 2004-2005
Final Year in Current Contract: 2010-2011

Rural Community
Academy

Mission

The purpose of the Rural Community Academy is to provide rural students with a top-quality educational program using a place-based approach. With careful attention to the social dynamics and cultural values of the rural setting, the Rural Community Academy seeks to instill students with self-confidence, practical skills, pride of place, and excellent academic abilities through differentiated instruction, strong parental support, and continuous interaction with the local community. Students will be equipped to excel in academic, personal, and social settings long after attendance at this school ends.

Educational Program

The educational program of Rural Community Academy uses local community resources, both people and places, textbooks, and computer-aided learning tools to meet state standards. All students will have the advantage of small class sizes, individualized lessons, and differentiated instruction in order to succeed and contribute back to the community.

Demographic Summary

Rural Community Academy serves a predominately all-white population similar to other schools in its local community, but without the diversity of the statewide average. Fifty percent of students qualify for free and reduced cost lunches at the school, compared to 41.4% of the local community school, and 37.5% statewide. More than 27% of students at Rural Community Academy require special education services, higher than the state average.

Academic Progress

ISTEP+ passing rates vary across grade levels. Third- and sixth-grade scores exceed, or are consistent with, the percent passing in Southwest School Corporation and the state of Indiana. An exception is sixth-grade English/language arts (Table Y-2). English/language arts is strong at each grade level. Third-graders and seventh-graders struggled in math with only about one-third of students

passing that portion of the test. Rural Community Academy did meet AYP requirements, but due to a -.7% improvement earned only an Academic Probation category placement for P.L.221 status. More than half of the students tested met the NWEA target growth rate in reading, language arts, and math.

Constituent Survey

Parents (n=58), staff (n=23), and board (n=7) responded to the Constituent Survey. Eighty-five percent of parents, 96% of staff, and 100% of board members rated the overall quality of education as excellent/very good (Figure Z-1). At least 90% of board, parents, and staff rated the

school as much better/somewhat better when it came to comparing the overall quality of education to that of other schools (Figure Z-2). Board members, parents, and staff agreed that they were likely to recommend, continue, and increase support of their school (Figure Z-3).

Financial Review

Financially, the school exceeded Ball State University Office of Charter School's expectations in the area of Financial Viability Results. It completed its fourth year in a financially healthy position. Per the plan, expenses exceeded revenues. Expenses appeared to be appropriate. The school completed the year with a small positive cash balance. It is anticipated the school will maintain strong finances in the future. State Board of Account auditors completed an audit for the two years ending June 30, 2007. The audit identified no significant issues.

The school met Ball State University Office of Charter School's expectations in the area of financial obligations to Ball State University. Payments of all obligations were made within 30 days.

Rural Community maintained and submitted an acceptable board-approved, five-year strategic plan during the school year.

School Improvement

To improve student ISTEP+ performance, Rural Community Academy has taken the following steps:

General:

- Reviewed test-taking and note-taking skills with students.
- Illustrated study skills.
- Decreased homework and tests during ISTEP time.
- Created “questions of the day” in ISTEP format using current standards.
- Created incentive programs for students doing their best during testing.
- Provided breakfast each morning of testing.
- Created a classroom atmosphere conducive to reducing stress during testing.
- Investigated how ISTEP is actually calculated.
- Applied those principles to the current test base to project pass/fail and to identify students who will continually struggle with ISTEP testing.

Identification of Title I NCLB students

- Focused on reading and language arts skills.
- Provided paraprofessional aides for tutoring and assistance.
- Assessed success of inclusion program to determine if more 1:1 instruction is needed.
- Continued development of Title I curriculum that focuses on primary at-risk children.

Incentives to reading curriculum

- Utilized Accelerated Reader quizzes for additional reading.
- Utilized incentives for those who participate in Accelerated Reading.

NWEA data were used to improve student achievement in the following ways:

Curriculum Development and Improvement

Fifth-Eighth Grades

- Placed students in classes by ability levels.
- Utilized NWEA DesCartes to show what the student knows, what the student doesn’t know, and what the student needs to know, based on the Indiana Academic Standards.

Kindergarten-Fourth Grades

- Provided paraprofessional aides for tutoring and assistance.
- Hired a part-time Title I NCLB teacher to work with struggling students.
- Identified low- and high-achieving students to assess needs.

Professional Development

- Trained teachers to use NWEA data.
- Trained teachers to use Des Cartes and link NWEA data to Indiana Academic Standards.

Classroom Assessment

- Administered NWEA three times during the year.

- Analyzed individual and group test performance, delving deeper into layers of available reports.
- Tracked NWEA test scores by each student, over time, and identified areas to improve.
- Created leveled classes in reading, language arts, and math based upon NWEA data as well as other data.

To address deficiencies that might affect AYP status for the 2008-2009 school year, Rural Community Academy has taken the following actions:

- Developed a reward program to achieve 95% attendance overall.
- Provided more individualized instruction for students.
- Provided additional assistance to students receiving free and reduced cost lunches and special-needs students.
- Added a part-time special education teacher.
- Implemented incentives for parents for attendance.
- Implemented a bus transportation program to improve attendance.

To improve the perceptions of their school in response to the results of the constituent survey, Rural Community Academy has taken the following actions:

Community Feedback

- Utilized the NWEA data as a marketing tool.
- Presented constituent survey results at a public meeting.

Parent Feedback

- Utilized a parent and community committee to provide suggestions and ideas.
- Involved parents and community in the education of students, and in their testing and evaluation.

Student Demographics

Figure X-1: Race/Ethnicity Percentages: 2007-2008

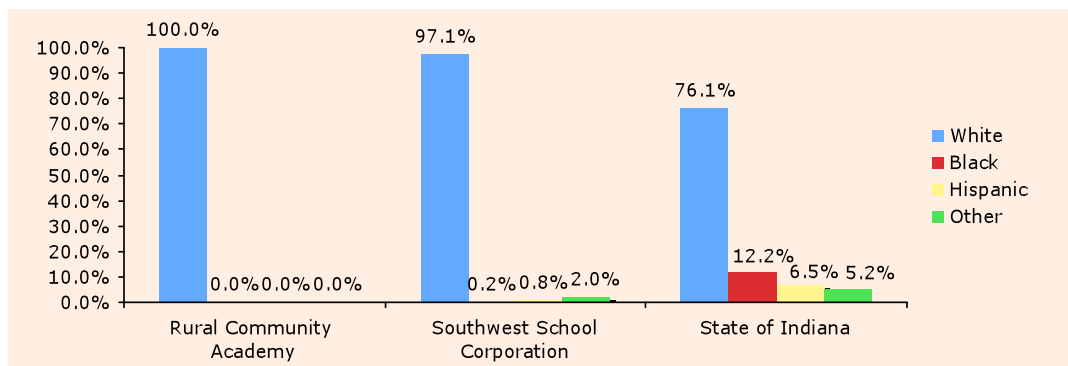


Figure X-2: Percentages of Students Qualifying for Free & Reduced Lunch: 2007-2008

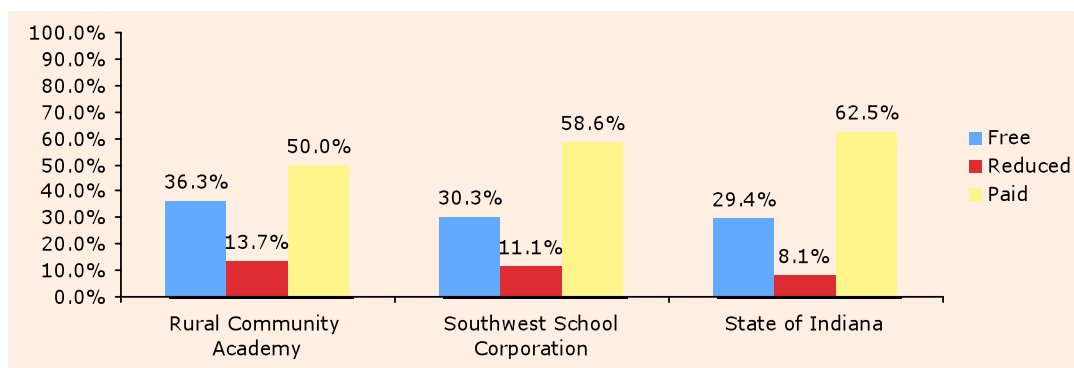
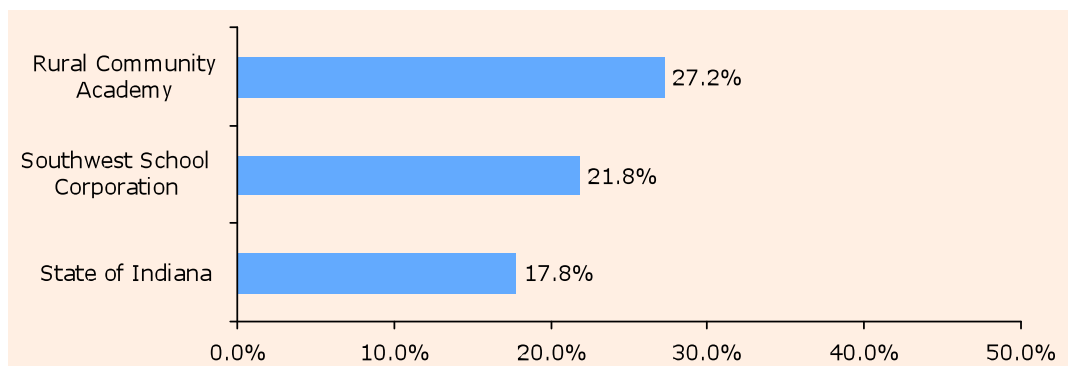


Figure X-3: Percentages of Students in Special Education: 2007-2008



Data Source: Indiana Department Of Education

Program Statistics

Table Y-1: Attendance Rates

Academic Year	Rural Community Academy	Southwest School Corporation	Indiana
2007-08	94.8%	94.7%	96%

Table Y-2: Percentages Passing ISTEP+

Grade	# Tested	ENGLISH/LA			MATH			BOTH ENGLISH & MATH		
		Rural Community	South-west	Indiana	Rural Community	South-west	Indiana	Rural Community	South-west	Indiana
3	14	86%	74%	76%	71%	70%	71%	71%	65%	64%
4	16	75%	62%	75%	38%	58%	76%	38%	47%	67%
5	8	***	71%	76%	***	71%	78%	***	60%	68%
6	15	73%	80%	73%	80%	82%	81%	73%	74%	68%
7	11	55%	73%	71%	36%	78%	80%	36%	70%	66%
8	5	***	67%	70%	***	72%	75%	***	60%	64%

***Percentages are not calculated for grades in which less than 10 students were tested.

Table Y-3: PL 221

ACADEMIC PROBATION	
Performance: 52.6%	Improvement: -.7%

Table Y-4: Adequate Yearly Progress

OVERALL DETERMINATION: YES			ATTENDANCE: YES	
	PERFORMANCE		PARTICIPATION	
	English	Math	English	Math
All Students	Yes	Yes	Yes	Yes
White	Yes	Yes	Yes	Yes
Free/Reduced Lunch	Yes	Yes	Yes	Yes

Table Y-5: NWEA Percent Meeting Target Growth Rate

READING		LANGUAGE ARTS		MATH	
# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate	# of Students Taking Subtest	% Met Target Growth Rate
74	56.8%	73	57.5%	74	56.8%

Constituent Surveys

Figure Z-1: How would you rate the overall quality of education?

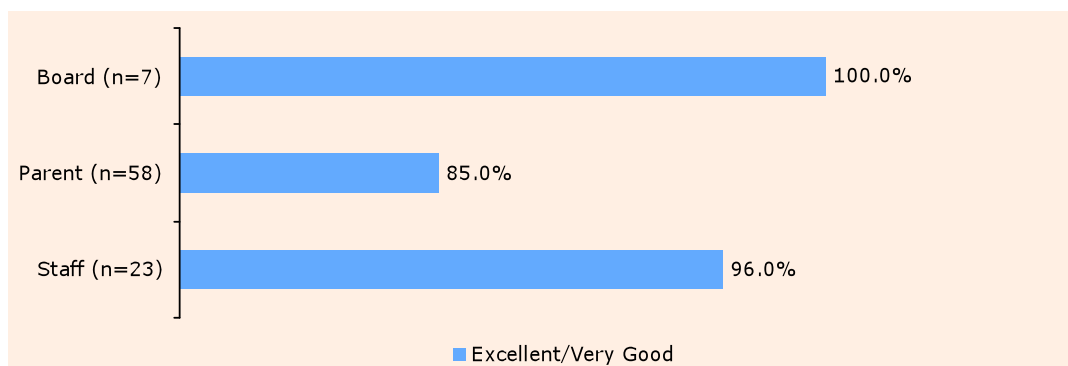


Figure Z-2: How would you compare the overall quality of education to that of other schools?

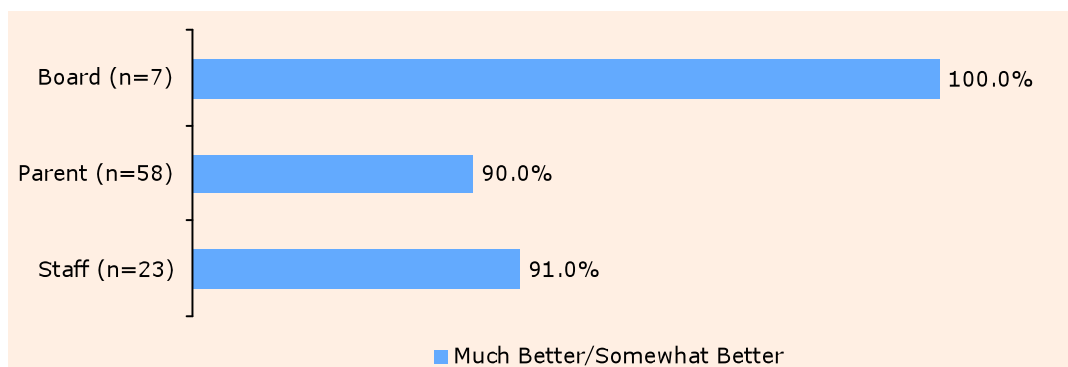
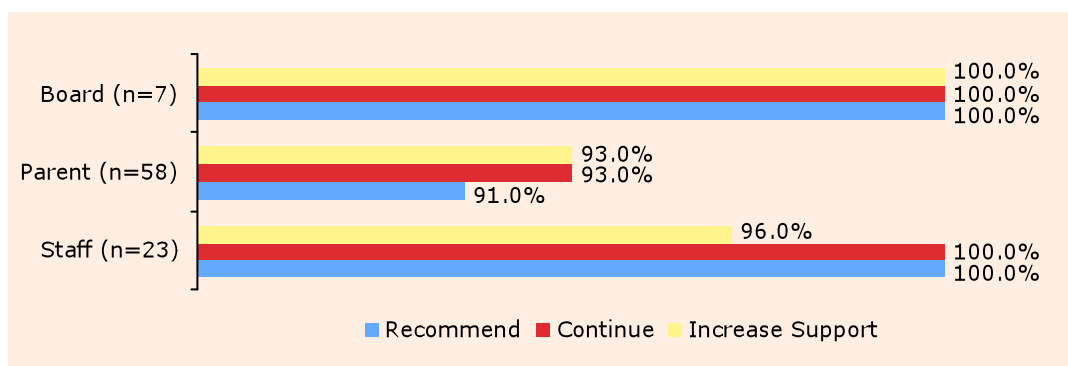


Figure Z-3: How likely are you to... Recommend the School/Continue at the School/Increase Support to your School?
*Totals Include Extremely and Very Likely Responses





APPENDIX A

COMPARISON of BSU Sponsored Charter Schools

	Year Opened	Ethnic Minority	Free Lunch	Reduced Lunch	Passing ISTEP Math	Passing ISTEP E/LA	Students Special ED	Attendance	Teacher Salary
State Average	n/a	24%	31%	8%	74.6%	72%	17.8%	95.9%	\$48,508.00
21st Century	2002-03	99.4%	70%	6%	20%	29.6%	8.6%	98.6%	\$35,746.00
Campagna	2002-03	83.8%	51%	6%	16.9%	20%	27.6%	97.8%	\$38,737.00
CSoD	2003-04	96.8%	63%	3%	37.6%	39.9%	7.5%	97%	\$33,800.00
Comm. Mont	2002-03	11.3%	9%	12%	59.9%	67.8%	14%	94.9%	\$24,500.00
ECLCS	2006-07	97.5%	75%	6%	44.2%	37.7%	9.1%	91.3%	\$37,333.00
ECUEA	2005-06	99.4%	75%	11%	75.8%	62.1%	4.2%	95.3%	\$39,100.00
Galileo	2005-06	68.3%	73%	8%	47.3%	52.7%	19.7%	95.9%	\$33,100.00
Gary Lighthouse	2005-06	99.5%	78%	9%	40.3%	41.2%	6%	95.2%	\$37,680.00
Geist Mont.	2006-07	25.3%	8%	0%	83.3%	87.5%	14.1%	99.1%	\$32,400.00
Irrington	2002-03	15.9%	28%	14%	69.4%	74.7%	11.2%	95.3%	\$34,800.00
KIPP	2006-07	100%	63%	16%	45.8%	38.6%	5.5%	96.9%	\$57,897.00
New Comm.	2002-03	30%	20%	19%	87.5%	79.2%	18.1%	94.5%	\$25,200.00
Options-Carmel	2002-03	8.7%	7%	4%	35.3%	55.9%	37.7%	94.8%	\$41,000.00
Options-Noblesville	2006-07	5.4%	17%	3%	33.9%	44.6%	34.6%	93.8%	\$39,700.00
Rural Comm.	2004-05	0%	36%	14%	57.1%	73.2%	27.2%	94.8%	\$30,900.00
Thea Bowman	2003-04	100%	48%	7%	65.1%	68.5%	8.7%	98%	\$40,108.00
TLJ	2002-03	99.5%	81%	13%	28.8%	40.7%	16.6%	97.1%	\$33,060.00
Veritas	2002-03	54.5%	41%	8%	51.4%	50.5%	15%	95.1%	\$28,100.00
WGLCS	2006-07	99.8%	74%	7%	34.8%	38.4%	8.1%	91.9%	\$38,499.00
Renaissance	2007-08	22.1%	3%	6%	41.9%	54.8%	7.6%	96.4%	\$29,750.00
Imagine MASTer	2007-08	34.5%	47%	13%	59.7%	63.2%	8.5%	95%	\$34,461.00
IMSA-Indy	2007-08	85.7%	68%	11%	53.5%	41.2%	6.8%	94.6%	\$29,500.00

PL 221 Designations: Exem=Exemplary Progress; Comm=Commendable Progress; Prog=Academic Progress; Watch=Academic Watch; Prob=Academic Probation

CSoD=Charter School of the Dunes; ECLCS=East Chicago Lighthouse Charter School; ECUEA=East Chicago Urban Enterprise Academy; TLJ=Timothy L. Johnson Academy; WGLCS=West Gary Lighthouse Charter School

	Pupil/Teacher Ratio	Total Students	Full-Time Teachers	AYP	PL 221	Improvement	Performance	NWEA Reading # taken / % met target	NWEA Language # taken / % met target	NWEA Math # taken / % met target
State Average	16.8	1046609	62196	Yes	N/A	N/A	N/A	N/A	N/A	N/A
21st Century	18.5	315	17	No	Prob	1.5%	23.4%	218/47.2%	182/53.3%	182/53.3%
Campagna	14	105	8	Yes	Prob	.9%	29.6%	59/33.9%	58/39.7%	58/39.7%
CSoD	18.2	437	24	No	Watch	3.5%	37.4%	249/55%	252/50.8%	252/50.8%
Comm. Mont	20.1	443	22	Yes	Prog	2.7%	66.8%	234/44.9%	215/50.7%	215/50.7%
ECLCS	20.4	204	10	No	Comm	18.5%	26.1%	163/62.6%	96/66.7%	96/66.7%
ECUEA	19.5	331	17	Yes	Exem	7.5%	67%	212/41.5%	213/40.8%	213/40.8%
Galileo	15.8	221	14	Yes	Exem	18.2%	53%	119/57.1%	117/53.8%	117/53.8%
Gary Lighthouse	16.8	553	33	No	Prog	10.6%	44%	480/65.2%	364/53.8%	364/53.8%
Geist Mont.	14.5	87	6	No	Exem	8.3%	86.4%	61/52.5%	62/50%	62/50%
Irvington	14.9	527	35	Yes	Exem	5%	75.8%	390/56.4%	397/68%	397/68%
KIPP	18.5	148	8	No	Exem	9.3%	54.6%	126/31.7%	126/39.7%	126/39.7%
New Comm.	11	90	8	Yes	Exem	10.2%	82.7%	42/78.6%	42/81%	42/81%
Options-Carmel	19.5	127	7	Yes	Prob	0%	15.4%	70/60%	69/66.7%	69/66.7%
Options-Noblesville	19.8	129	7	No	Comm	12.8%	32.7%	52/61.5%	55/54.5%	55/54.5%
Rural Comm.	13.2	124	9	Yes	Prob	.7%	52.6%	74/56.8%	73/57.5%	73/57.5%
Thea Bowman	16.2	649	40	Yes	Exem	8.1%	68.5%	515/44.9%	513/48.1%	513/48.1%
TLJ	20.8	187	9	No	Watch	3.9%	33.5%	91/36.3%	90/47.8%	90/47.8%
Veritas	11	167	15	No	Prog	3.8%	57.4%	115/52.2%	114/61.4%	114/61.4%
WGLCS	16.8	420	25	No	Comm	9.6%	38.1%	364/48.9%	240/35.8%	240/35.8%
Renaissance	15.8	95	6	N/A	N/A	N/A	N/A	59/52.5%	61/52.5%	61/52.5%
Imagine MASTER	21.3	476	22	N/A	N/A	N/A	N/A	259/38.6%	264/46.2%	264/46.2%
IMSA-Indy	16.5	182	11	N/A	N/A	N/A	N/A	59/50.8%	45/55.6%	45/55.6%

* Too few students to count

PL 221 Designations: Exem=Exemplary Progress; Comm=Commendable Progress; Prog=Academic Progress; Watch=Academic Watch; Prob=Academic Probation

CSoD=Charter School of the Dunes; ECLCS=East Chicago Lighthouse Charter School; ECUEA=East Chicago Urban Enterprise Academy; TLJ=Timothy L. Johnson Academy; WGLCS=West Gary Lighthouse Charter School

APPENDIX B

CONSTITUENT SURVEY of BSU Sponsored Charter Schools



2007-2008 Office of Charter Schools Constituent Survey

1. Please indicate your role with the school? (indicate all that apply)		Parent/Guardian <input type="radio"/>		Board member <input type="radio"/>		Administrator <input type="radio"/>		Staff <input type="radio"/>						
2a. How would you rate the overall quality of education?		Excellent <input type="radio"/>	Very Good <input type="radio"/>	Good <input type="radio"/>	Fair <input type="radio"/>	Poor <input type="radio"/>	Don't know <input type="radio"/>							
2b. How would you compare the overall quality of education to that of other schools?		Much Better <input type="radio"/>	Somewhat Better <input type="radio"/>	About the same <input type="radio"/>	Somewhat Worse <input type="radio"/>	Much Worse <input type="radio"/>	Don't know <input type="radio"/>							
Please read each of the following statements and indicate how much you agree or disagree with each statement as it relates to your school.		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Opinion							
3a. All members of the school community understand the mission of the school		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
3b. Our school has a caring environment		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
3c. Our school makes a comprehensive assessment of student achievement		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
3d. Our school has a positive school spirit/climate		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
3e. Our school uses sound, rigorous educational practices		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
3f. Our school has the appropriate level of discipline		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
3g. Our school continuously improves		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
3h. Our school uses innovative educational practices		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
Please indicate your overall evaluation of each of the following aspects of your school.		Excellent	Very Good	Good	Fair	Poor	Don't Know							
4a. Quality of teaching/instruction		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
4b. School administration		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
4c. School facilities		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
4d. Individualized student attention		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
4e. Access to/use of computers and other technologies		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
4f. Parents		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
4g. Support services (e.g. counseling, healthcare, etc.)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
4h. Faculty/teachers		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
4i. Services provided to special needs students (e.g. English as a second language, disabilities, academically challenged, etc.)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
4j. School safety		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
4k. Communication about student learning/achievement		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
4l. Student development		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
4m. Curriculum/academic program		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
4n. Students		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
4o. Student-teacher ratio/class size		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
4p. School material and supplies		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
4q. Classroom management (e.g. student behavior, discipline, etc.)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
How likely are you to . . .		Extremely Likely	Very Likely	Somewhat Likely	Not Very Likely	Not at all Likely	Don't Know							
5a. Recommend the school to friends and colleagues		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
5b. Return to the school next year		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
5c. Increase your support of the school		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
6. Please indicate the gender(s) of your student(s) in the school		Male <input type="radio"/> Female <input type="radio"/>		7. Your gender		Male <input type="radio"/> Female <input type="radio"/>								
8. Please indicate the grade level(s) of your student(s).		Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. What is your child(ren)'s race/ethnicity? Please indicate all that apply.														
American Indian or Alaskan Native <input type="radio"/>	Black or African American <input type="radio"/>	Hispanic or Latino <input type="radio"/>	Asian <input type="radio"/>	White <input type="radio"/>	Native Hawaiian or Pacific Islander <input type="radio"/>	Multiethnic <input type="radio"/>	Other <input type="radio"/>							



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